DOCUMENT RESUME

ED 275 278 HE 019 796

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TITLE The Women's Studies Program at Berkeley: An Academic Review Using Comparative Student Evaluations from 15 Undergraduate Programs in the Social Sciences Area.
SPONS AGENCY California Univ., Berkeley. Office of Academic Affairs.
PUB DATE Apr 81
NOTE 59p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Affirmative Action; College Faculty; College Instruction; *College Programs; Educational Objectives; Higher Education; Institutional Research; *Majors (Students); Program Evaluation; Student Development; *Undergraduate Students; *Womens Studies
IDENTIFIERS *University of California Berkeley

ABSTRACT

Findings of a survey of undergraduate majors enrolled in the Women's Studies Program at the University of California, Berkeley, are summarized. After an overview section that identifies program strengths and weaknesses, 10 recommendations are presented, along with information on the evaluation methodology. Findings cover: structure of the major; coverage of content in the major; summative rating of coursework and learning gains; elements of teaching (e.g., feedback to students); summative rating of teaching; teaching assistants; faculty receptivity and support; competition and testing; grading, workload, and grade point average; providing students information about courses, professors, graduate study, and careers; faculty affirmative action; proportion of women and ethnic minority students; student participation in the program; influences on students' overall growth and learning; liberal arts educational goals; preparation for advanced training and for careers; overall value of the subject matter; satisfaction with the major program; and satisfaction with the total experience while at the university. Appended are open-ended comments by respondents and information on characteristics of respondents, response rate by department/program, and percentage of ethnic minority students. (SW)

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THE WOMEN'S STUDIES PROGRAM AT BERKELEY:

An Academic Review Using Comparative Student Evaluations from 15 Undergraduate Programs in the Social Sciences Area

April 1981

Academic Review Unit (ARU)
ASUC Academic Affairs Office
204 Eshleman Hall
University of California
Berkeley, CA 94720
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former ARU Coordinator

U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

As the former Coordinator of the ASUC Academic Review Unit (ARU), in whose term of office the data for this review was gathered and a preliminary report prepared, it has been my privilege and honor to finish the task of collecting, compiling and synthesizing the data from the respondents to the ARU survey of undergraduate majors enrolled in the Women's Studies Program at the University of California, Berkeley.

Since this report is a companion report to a more complete review of the Social Science-related programs at Berkeley, your attention is called especially to section, "Context for the Women's Studies Review" (page xi), the "Methodological Summary" (page xii), and the "Introduction to the Text" (page 1)--all of which will help to clarify the limits of this report and the standard procedures used in ARU reports for the last few years.

ACKNOWLEDGEMENTS

This review would not have been possible without the support of the Women's Studies students who responded to the ARU's "Undergraduate Major Program Evaluation Questionnaire" (UMPEQ). Moreover, student support and cooperation made possible the immediate comparative context provided by the responses of 524 students in 14 other Social Science-related programs at U.C.B.; another 722 respondents from programs in the health-related sciences and a selected group of humanities broaden this context still further, as do, on occasion, another 620 respondents from Engineering and Physical Science programs at Berkeley. With considerable consistency, 50-60% of the ARU's random (or complete) samples of students in undergraduate major and lower division programs throughout the University have trusted our work enough to respond to the UMPEQ they receive in the mail with a cover note. We use a second mailing for students who do not respond the first time, but there are no incentives offered to students except the opportunity to express their views and perhaps improve their programs for future generations (insofar as program and University responsiveness to student concerns can be encouraged).

Funding. Funding for this work was provided by the (former) Office of the Associate Vice Chancellor for Academic Development [now subsumed under the new Vice Chancellor for Undergraduate Affairs], upon recommendation of the Council on Educational Development (a committee of the Berkeley Division of the Academic Senate, with six faculty, three students and an administration-appointed chairperson), with money provided by the State Legislature and Governor, initially granted to the University at the request of the U.C. Student Lobby (upon direction by the nine-campus Student Body Presidents' Council), for improvement, innovation, and evaluation of undergraduate education and teaching.

Program Support. Special thanks go also to Gloria Bowles, Coordinator of the Women's Studies Program, who caught our oversight (not including Women's Studies in the evaluation of the Social Sciences-related programs) and supported the ARU's effort to conduct the survey among Women's Studies majors.

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WOMEN'S STUDIES:
OVERVIEW, AND PROGRAM STRENGTHS AND WEAKNESSES

OVERVIEW OF THE RESULTS

Based on an examination of the results from all the items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ), the Women's Studies Program received very good or even excellent ratings. Representative of these results, the respondents from Women's Studies reported a level of overall satisfaction with their major program that was ranked third-highest of the 50 programs thus far evaluated by the ASUC Academic Review Unit (ARU). Looking at the average ratings of the 50 programs on the 1-7 scale used in assessing overall satisfaction, Women's Studies, with a mean rating of 5.95, fell among the five highest-rated programs, which were grouped together on a tier (with means of 5.88 to 6.29), somewhat above all of the other programs (with means of 5.47 or lower). In statistical terms, the Women's Studies rating was significantly above the average level of overall student satisfaction with 23 other programs (and below none). In percentages, 55% of the Women's Studies respondents were "Very Satisfied," 10% were "Satisfied," and 15% were "Somewhat Satisfied" (points 7-5 on the scale); 15% expressed "Neutral or Mixed Feelings" (point 4); and 5% responded "Somewhat Dissatisfied" (point 3).

SUMMARY OF RESULTS

Summaries of the results from each of the several sections (and major subsections) of the Report are presented in the body of the text and are not reiterated here. To review these summaries, simply consult the Table of Contents and read those portions of the Report with headings beginning "Summary: . . . ."

PROGRAM STRENGTHS

As noted above, most of the UMPEQ ratings of the Women's Studies Program range from good to very good, and a number were outstanding. While a few ratings were indicative of a performance that was only adequate, most of these occurred in situations where few if any of the programs at U.C.B. received good ratings. The Women's Studies Program ratings were weak to poor in only four instances out of about 70. The list following represents an effort to summarize the many strengths of the Program.

1) The curricular structure is well-regarded; it is both effectively integrated and leaves room for student choice among curricular options. There are enough small classes and a very high reported need for such.

2) Coursework is very interesting and challenging; prospects are high for students' retention of the material learned.

3) Teaching in the Program is also regarded as especially challenging and of high quality, and it increases student interest in the subject matter (as well as students' pursuit of their own intellectual interests). Feedback to students on their work is thorough.

4) The extent of student contact with faculty is relatively high; students and faculty get to know each other more than in most programs. Also highly rated were the orientation for students new to the major, access to faculty advice, the information provided about courses and professors, and student prospects for obtaining a good letter of recommendation. Students in the Program have also had the opportunity to form a student organization.

5) Grading in the program is seen as very rigorous and tests as measuring fairly accurately the majors' knowledge of the material. The average GPA at UCB reported by the majors is as high as any thus far observed.

6) The Program's contributions to six of the most basic goals of a college or university education--such as obtaining a liberal arts education, preparing for a career or graduate/professional school, and learning the subject matter--were rated relatively highly.

7) Although the respondents rated as relatively high the influence of their program on their "overall growth and learning," of equal or even greater influence, befitting an undergraduate education in a liberal arts program, were their involvements in a wide variety of other intellectual, personal and interpersonal activities.

PROGRAM WEAKNESSES (Areas with Potential for Improvement)

Given the overwhelmingly positive evaluation of the Program in Women's Studies, the relatively more detailed description of the few areas of possible difficulty has been presented in fine print (below), if only to suggest again the proper perspective on the whole.

Several of the problem areas with the Women's Studies Program, as identified by the respondents, may relate less to any failings of the Program or its faculty than to a possible insufficiency of resources for the Program, or to the general shortage of women (and ethnic minority) faculty, and of women-related courses and perspectives on the subject matter coverages in many of UCB's departments. In some instances, this shortage of resources and potential staff may have a direct influence on these results, while in some other cases, the impact of the shortages may be more roundabout. Moreover, cultural mores and prejudices that (have) limit(ed) the fulfillment of the human potentials of women may play something of a role in some of the responses.

Among the problem situations or areas which might warrant efforts at improvement are:

1) The scheduling or the availability of courses (listed in the catalog and) needed by students in the Program was relatively good, but still far from perfect--perhaps unavoidably so to some extent (in view of the number of departments from which coursework is drawn).

2) While it did not seem to be a very serious problem from the perspective of most respondents, advanced courses in some areas of student interest are not offered in the Program or otherwise available.

3) The respondents seem to feel that there should be a somewhat greater availability of opportunities for fieldwork, group study, and/or credit for appropriate types of volunteer experiences. The students also seemed to desire a little more emphasis on promoting social responsibility or developing skills useful in the community. While the Women's Studies majors were otherwise gluttons for learning from almost every imaginable source, they were influenced only at average levels by the broader University and community environment.

4) For students needing equipment, computer facilities, media materials and/or supplies, such resources were said to be in short supply.

5) The clarity of Program-affiliated faculty members' statements at the outset of courses about what will be covered and what students will need to know or do to get an "A" grade was about average for the Social Science-related programs (i.e., only so-so). Given the fairly strong dislike of competition by the Women's Studies students, greater use of a workload standard might enable the faculty to be clearer about course and grading expectations without sacrificing quality or the types of work and evaluation that are not simplistically objective in character, yet would allow continued receptivity to student input on class structure and content.

6) There definitely are not enough ethnic minority faculty members involved in the Women's Studies Program, or available in the University to draw upon. The involvement of more ethnic minority faculty members might also increase enrollments of ethnic minority students, who were also rated as being relatively few in number.

7) Some of the respondents (100% of whom were women) seemed to feel that (some of the) faculty members affiliated with the Program were more supportive of and receptive to women students than to men students. Since several factors may be involved in this response and any implications drawn are most tentative and tenuous, the interested reader is urged to review the full discussion on page 13.

8) At the time of the survey, there seemed to be a very severe problem concerning the general helpfulness of the staff member in the Women's Studies Program office. Although the majors' responses were evenly divided as to the helpfulness of the Program's office staff, in terms of rankings, this was the lowest rating of office staff found in any of the 50 undergraduate programs thus far evaluated by the ARU and was, for example, significantly lower than found in nine of the 14 other Social Science-related programs.

9) Though fairly good in comparison to most of the Social Science-related programs, the system in the Women's Studies Program for providing information about graduate and professional schools, and about opportunities for careers with a B.A. degree from the Program, could be improved somewhat.

10) Relatively speaking, the faculty in Women's Studies are somewhat more than average trusted to take student needs and views into account in decision-making for the program. Even so--and however difficult this level of trust may be to achieve and maintain--it is still not very strong.

RECOMMENDATIONS

I.A. The Women's Studies major should be recognized as having achieved the status of a regular and successful academic program at UCB, and its funding should be drawn from regular (rather than experimental) sources.

B. The Women's Studies Program should be granted one security-of-employment-track lectureship for the current Coordinator, with the possibility open for subsequent transfer to the professorial track.

C. If a Graduate Group in Women's Studies is not currently in formation (and supported with the added research strength at the Women's Center), the appropriate faculty members should be encouraged to meet to explore the need and potential for such a graduate program.

D. While the Graduate Group would be augmented with the S.O.E.-track lecturer in Women's Studies (see Recommendation I.B), additional support resources should be added to the extent that a graduate group creates workload increases. The possibility for evolution of the Graduate Group into departmental status should be left open, though the programs offered by Women's Studies would presumably always rely heavily on an array of course offerings in other departments.

E. At least the current level of teaching staff should be maintained, with additional FTE granted where necessary.* One current programmatic/budgetary need is to develop a component of the Women's Studies major that strengthens the Program's ties with actual societal realities (e.g., possibly a field studies coordinator), at least as a curricular option [see Program Weakness #3].

F. The ad hoc review committee appointed for the Program should inquire about the ratings indicating that equipment, computer facilities, supplies or media materials are in short supply--to see if there are actual shortages to be remedied (whether the resources are needed within the Program or by other campus support units), problems of referral, or insufficient allowance for students to proceed on innovative projects.

G. The Program could strengthen its information on graduate and professional schools and on prospective careers for students with a B.A. in Women's Studies (the latter would be strengthened by implementing Recommendation I.E).

H. The Program's efforts to maintain a student organization and involve students in decision-making should be enhanced.

I. The ARU has been informed that the previous staff member in the Program's office had lost interest in the work (and departed), so the problem in this regard no longer exists.

II.A. Curricular coverage and faculty FTE should be added to other departments, as necessary, to strengthen Berkeley's capabilities in instruction and research in the role and status of women in language and literature, social and cultural history and processes, and the professions. [There are parallel needs for action as regards ethnic minority faculty, including women among them, in part to strengthen the coverages available for Women's Studies students.]

*If staffing has been reduced recently, it should be restored (e.g., the high student evaluations obtained by the ARU are partly contingent on it).

NOTES

CONTEXT FOR THE WOMEN'S STUDIES REVIEW

This report on the undergraduate academic major program in Women's Studies is a companion to the ASUC Academic Review Unit's report, Social Science-related Programs at Berkeley (November 1979).

Nothing appropriate for inclusion in the section on "Evaluative Findings" has been excluded from it. But to avoid extensive redundancy in this companion report, some of the supporting materials included in the Social Sciences Report are not repeated here. However, with the outline of the organization of this report (below) are indications of which supporting materials are included only in the Social Sciences Report.

ORGANIZATION OF THIS REPORT

Summary Sections and Recommendations. As shown in the Table of Contents of this report, the initial pages (vi-ix) provide a net-outcome statement ("overview"), a summary of programs strengths, a fairly detailed treatment of the few problem areas, and a set of recommendations. However, there is no general summary at the outset of this report (indeed, if there were, it would read a lot like the section on "Program Strengths"). But there are summaries for each section and/or major subsection in the body of the review ("Evaluative Findings"). A complete set of these summaries may be identified by consulting the Table of Contents for entries beginning "Summary: . . .", all of which are indented four (4) spaces from the left typing margin in the Table of Contents.

Methods. A summary of the methods of analysis and data presentation (including language used in the text) is given as page xii. Please note that Women's Studies is a "transdepartmental" program.

Summary of Samples Table. A table which summarizes the various Social Science-related program samples is given as page 20 (see also Appendix A).

Data Tables. The data tables, onto which the Women's Studies data have been typed, are drawn from the Social Sciences Report. In the section on "Evaluative Findings," the Data Tables occur only as even-numbered pages (i.e., as back sides), to facilitate scanning.

Characteristics of the Student Population (Appendix A). Most of the tables concerning the representativeness of the respondents, and presenting information about students' statuses, interests and goals, also have been brought forward from the Social Sciences Report. However, the accompanying explanatory text is reduced to a bare minimum. Omitted here is information on "The Sample, Survey and Analyses," including: comparison samples (e.g., "SHum77" = "Selected Humanities" Sample, 1977); questionnaire development; sample selection; sample weighting; questionnaire distribution; general strategies of interpretation--"absolute" and relative perspectives; and additional materials on the methodology.

Original Questionnaire. The full Undergraduate Major Program Evaluation Questionnaire (UMPEQ) is appendicized only in the Social Sciences Report, but the wording of each evaluative item is quoted in the Data Tables. The cover letters used in the two mailings of the survey to the Women's Studies majors have also been omitted, since they are much like those used in the Social Sciences Sample (and included in that Report).

Open-ended Comments (Appendix B). Finally, the open-ended comments by the Women's Studies majors who responded to the invitation for further comments are given verbatim as Appendix B, except that one extremely long essay is excerpted (with an effort to maintain intact the original balance in the comments).

METHODOLOGICAL SUMMARY*

Item Wordings

In the discussions in the text, questionnaire items are often worded in abbreviated form. Should the reader wish to examine the item in its full, original version, s/he may consult the adjacent Data Tables.

Program Differences and Social Science-related Program Totals

When there were significant differences (see below) between the assessments of students enrolled in Women's Studies and those in two or more of the 14 other Social Science-related programs used as a comparison group, these invariably are noted in the text. If Women's Studies ranked first or last, that too is noted. For all evaluative items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ), a full table of results is presented.

Strictly speaking, the totals reported for "Social Science-related Programs" in the Data Tables in this text do not represent the "average" response of students in the social sciences (because lower proportions of majors were sampled in the larger programs and because of the inclusion of non-L & S programs). In most cases, however, the differences between the totals as reported and an "average" for all social science students is rather small.

Methodological Notes

Following below is a synopsis of a few of the key methodological and interpretive strategies that you may wish to review before proceeding to read the evaluative findings. (Appendix A provides a little more information.)

1. Little or No Bias. When compared with the original sample drawn from the Winter Quarter list of names, there does not appear to be any substantial bias in the population of respondents as contrasted with nonrespondents.

2. Format for Reporting Program-by-Program Percentage Responses. Many of the UMPEQ items are designed in a 1-5, scaled format. Most typically, the scaled, response categories consist of: 1= "Strongly Disagree"; 2= "Disagree"; 3= "In Between"; 4= "Agree"; and 5= "Strongly Agree." In addition, there is typically a "0" category labelled "Don't Know or Not Applicable." In the text, THE WORDS "agree" or "agreement" REFER TO A COMBINATION OF THE 4TH AND 5TH RESPONSE CATEGORIES noted above, and "disagree" or "disagreement" REFER TO A COMBINATION OF THE 1ST AND 2ND RESPONSE CATEGORIES. Whenever the treatment in the text deviates from this pattern (or different response categories or scales have been used), the reader's attention is called to this fact.

3. Systematic Use of Language. The language used in the text to describe the strength of student views is systematically ordered thusly: "an overwhelming majority" (e.g., upwards of 80% of the respondents chose the two "agree" or two "disagree" responses); "a very large majority" (70-79%); "a large majority" (60-69%); "a majority" (50-59%); and "a plurality" (e.g., the percentage of agree responses exceeds disagree responses, or vice-versa). THUS the "In Between" response percentages are uniformly omitted in the calculations associated with these choices of language (i.e., e.g., "an overwhelming majority" describes 80% or more of the responses occurring in only two of the five response categories). Thus the language used is quite conservative.

4. Calculation of Item Means. Means and percentages are calculated after excluding the response category "Don't Know or Not Applicable" as well as blanks (nonresponses). The systematic use of language (see #3 above) is brought to bear after these exclusions. [The "liberal" approach used here is probably generally counterbalanced by the "conservative" approach in #3.] However, a special footnote is attached to all program means and social science totals if 25% or more of the respondents did not employ the scaled portions of the response categories in answering the question. Means for the various items are calculated from the numbers associated with each of the scaled responses (see #2 above)--such that a mean of 3.05 on a 1-5 scale from "Strongly Disagree" to "Strongly Agree" indicates that the "average" student's response is a shade more positive (i.e., toward "agree") than "In Between."

5. Statistical Tests. Presented in the Data Tables and cited in the text are the results of statistical tests for whether there are "statistically significant" differences in the mean ratings between two or more of the 15 programs. These results are presented in part in terms of probability figures (e.g., "F-probability= .0000"). Probabilities of less than .0500 (e.g., .0084 but not .0791) are often regarded as likely indicators that a real difference between at least two of the 14 mean ratings is present, i.e., that the results obtained probably did not occur by chance alone. The Women's Studies data are not included in the calculation of the F-probabilities.

In the Data Tables alone, more specific results are presented in terms of the "confidence intervals" associated with the mean rating for each program (column headed by "95% Conf."). Roughly speaking, a confidence interval of ± 0.31 (for example) indicates that there is a 95% probability that the "true" mean falls within "plus-or-minus" 0.31 points (on the scale) from the mean obtained in the current sampling (as reported in the adjacent column in the Data Tables). If the confidence interval range (e.g., 3.44 to 4.06 if the observed mean is 3.75 ± 0.31) for the ratings of a particular program does not overlap with the confidence interval range of the mean rating for any other program (e.g., 3.00 ± 0.35), the means are said to be "statistically" or "significantly" different. Where the confidence interval ranges do overlap, it may well not be very safe to attribute any meaning to the observed (apparent) differences in students' responses.

While the Women's Studies data were not included in the calculation of the means for the "Totals--Social Science-related Programs" (nor in the F-probability calculations), the confidence intervals for the Women's Studies means allow determinations of whether the Women's Studies ratings are significantly different from one or more of the 14 other programs.

Departments and "Transdepartmental" Programs

Eight of the programs evaluated are "traditional" departments which draw upper division courses required for the major entirely (or almost so) from the department itself. The other seven programs are "transdepartmental" in that they rely, moderately to entirely, on courses offered by regular departments to construct their curricula. The seven include five "group majors" in L & S--PEIS and Development Studies, with no required courses of their own; and Social Welfare, the Social Science Field Major and Women's Studies, each with 4 (or so) required courses offered under the auspices of the program/department. The other programs include CNR and PENR in the College of Natural Resources, each of which draws upon a few courses in the home department. Please see Appendix A, page 1, for a further discussion of the meanings of the program assessments by students in these transdepartmental majors.

*This text modified slightly from the original in the Social Sciences Report.

EVALUATIVE FINDINGS

Introduction to the Text. Although this report provides a complete account of the respondent undergraduate majors' evaluations of Berkeley's program in Women's Studies, it is a companion to the "parent" ASUC Academic Review Unit report, Social Science-related Programs at Berkeley (November 1979). A "Summary of Samples Table" (page 20) provides an overview of the various programs which are included in the Data Tables in this report. For an account of the limitations of this report, please see "Context for the Women's Studies Review" (page xi).

The use of questionnaire item means, as reported in the Data Tables, should be familiar to most readers (and the text gives the Women's Studies data in percentages). The "Methodological Summary" (page xii) explains this and other procedures.

CURRICULUM

STRUCTURE OF THE MAJOR (Data Tables 1-2)

The "structure" of a major is here defined operationally by the content of items in the Undergraduate Major Program Evaluation Questionnaire (UMPEQ). The structural concerns include: the number of lower division prerequisites; the number of required courses; the availability of separate curricular sub-patterns, or options, within a program; the sufficiency in number of small classes and the instructional adequacy of large classes; and course scheduling/availability.

Lower Division Prerequisites. A large majority of the respondents disagreed (S.D. 65/5/30% S.A.)* that there were too many lower division prerequisites for the major in Women's Studies.

Required Coursework and Curricular Options. An overwhelming majority of the Women's Studies students agreed (S.D. 0/10/90% S.A.) that there weren't too many courses required for the major. This response ranked Women's Studies as the least overburdened of the 15 Social Science-related programs, and the Program was significantly different from five of the others. Structure in the Women's Studies Program is provided by required patterns of coursework, and the number of course plan options that resulted was seen as sufficient by a large majority (65%) of the Women's Studies respondents, and only somewhat insufficient for 20% (who "Disagreed").

Class Size Considerations. An overwhelming majority of the Women's Studies majors disagreed (S.D. 85/15/0% S.A.) that large lecture classes can generally provide adequate learning opportunities in the field, but a similar-sized majority agreed (6/6/89%) that the curriculum was designed so that there are enough small classes. Both of these responses were as strong as any found in the sample of Social Science-related programs and were significantly different from almost all of the other 14 programs.

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories, ranging from "Strongly Disagree" (S.D.) plus "Disagree" [slash], through "In Between" [slash], to "Agree" plus "Strongly Agree" (S.A.). On occasion, all five percentages are given, with the slashes located as indicated in the foregoing sentence.

CURRICULUM

Structure of the Major

Item: Some of the lower division prerequisites are not really necessary for the major. [Q. 40.]

Wmn'sS 2.50 ± 0.59 (20)

Prog.	Mean	95% Conf.	N
Ling	1.44	± 0.26	(36)
Econ	2.00	0.28	(39)
Anthro	2.14	0.38	(36)
*SHum77	2.17	0.14	(241)
DevStd	2.26	± 0.47	(23)
CNR	2.37	0.54	(27)
FldMaj	2.50	0.36	(22)
Geog	2.53	0.43	(38)

TOTALS — Social Science-related Programs

22% Str. Disagree, 38% Disagree, 13% In Between, 8% Str. Agree, 19% Agree

Mean: 2.51 ± 0.11 (462) F-probability = .0000*

SocWel 2.57 ± 0.36 (35)	Sociol 2.88 ± 0.44 (40)		
*HltS77 2.64 0.12 (421)	PolSci 2.94 0.47 (34)		
BusAd 2.70 0.44 (40)	Psych 2.95 0.38 (40)		
PENR 2.86 0.55 (22)	PEIS 3.07 0.46 (30)		

Item: There are too many required courses for the major. [Q. 43.]

Wmn'sS 1.50 ± 0.36 (20)

Prog.	Mean	95% Conf.	N
Ling	1.65	± 0.20	(40)
Anthro	1.86	0.20	(36)
Econ	1.87	0.28	(39)
CNR	1.90	0.37	(30)
SocWel	1.94	± 0.23	(35)
Geog	1.97	0.26	(38)
FldMaj	2.04	0.35	(25)
DevStd	2.04	0.28	(23)

TOTALS — Social Science-related Programs

22% Str. Disagree, 56% Disagree, 13% In Between, 2% Str. Agree, 8% Agree

Mean: 2.13 ± 0.08 (479) F-probability = .0000*

Sociol 2.07 ± 0.23 (42)	PolSci 2.42 ± 0.31 (36)		
PEIS 2.30 0.33 (30)	*HltS77 2.50 0.09 (430)		
Psych 2.35 0.30 (40)	BusAd 2.75 0.36 (40)		
*SHum77 2.37 0.12 (278)	PENR 2.75 0.47 (24)		

Item: There are enough course plan options within the department/program to meet my specialized interests in the subject matter. [Q. 41.] [1977 wording: ~~within the department/program . . . in the subject matter~~ in the major.]

Wmn'sS 3.95 ± 0.65 (19)

Prog.	Mean	95% Conf.	N
*SHum77	2.81	± 0.16	(272)
Sociol	2.82	0.42	(39)
Psych	3.17	0.40	(41)
Econ	3.38	0.43	(39)
Ling	3.47	± 0.44	(38)
*HltS77	3.54	0.11	(419)
Geog	3.59	0.38	(39)
PolSci	3.61	0.35	(36)

TOTALS — Social Science-related Programs

7% Str. Disagree, 14% Disagree, 12% In Between, 33% Str. Agree, 35% Agree

Mean: 3.72 ± 0.11 (477) F-probability = .0000*

Anthro 3.62 ± 0.38 (42)	PEIS 4.13 ± 0.42 (30)		
SocWel 3.72 0.45 (36)	PENR 4.21 0.43 (24)		
BusAd 3.90 0.31 (41)	FldMaj 4.69 0.27 (25)		
DevStd 4.00 0.54 (24)	CNR 4.73 0.26 (30)		

Item: Scheduling of courses is poor in this program: Required courses or subjects of interest to me are offered at the same time, crowded into one or two quarters, or are not being offered this year. [Q. 46.] [1977 wording: ~~crowded into one or two quarters~~ in the same quarter, . . .]

Wmn'sS 2.65 ± 0.63 (20)

Prog.	Mean	95% Conf.	N
FldMaj	2.40	± 0.48	(25)
Geog	2.64	0.38	(39)
CNR	2.75	0.52	(24)
PENR	2.79	0.62	(24)
DevStd	2.83	± 0.58	(23)
BusAd	2.85	0.43	(40)
SocWel	2.91	0.40	(35)
*HltS77	2.97	0.11	(418)

TOTALS — Social Science-related Programs

9% Str. Disagree, 28% Disagree, 21% In Between, 18% Str. Agree, 23% Agree

Mean: 3.14 ± 0.12 (467) F-probability = .0000*

Ling 3.28 ± 0.45 (36)	Sociol 3.44 ± 0.35 (41)		
*SHum77 3.28 0.14 (270)	Anthro 3.50 0.44 (36)		
PEIS 3.37 0.48 (30)	PolSci 3.53 0.36 (34)		
Econ 3.43 0.40 (40)	Psych 3.65 0.34 (40)		

Item: Large lecture classes can generally provide adequate learning opportunities in this field. [Q. 47.]

Wmn'sS 1.65 ± 0.33 (20)

Prog.	Mean	95% Conf.	N
FldMaj	1.96	± 0.45	(25)
DevStd	2.00	0.39	(22)
CNR	2.27	0.38	(30)
Psych	2.30	0.33	(40)
Sociol	2.44	± 0.37	(41)
PENR	2.52	0.41	(23)
Anthro	2.53	0.35	(36)
PEIS	2.53	0.38	(30)

TOTALS — Social Science-related Programs

20% Str. Disagree, 31% Disagree, 25% In Between, 2% Str. Agree, 22% Agree

Mean: 2.54 ± 0.10 (469) F-probability = .0007*

*SHum77 2.54 ± 0.16 (210)**	PolSci 2.67 ± 0.42 (36)		
BusAd 2.54 0.32 (37)	*HltS77 2.73 0.10 (400)		
SocWel 2.59 0.33 (34)	Ling 3.00 0.39 (39)		
Econ 2.62 0.38 (39)	Geog 3.14 0.37 (36)		

*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Course Scheduling/Availability. The scheduling and availability of courses for the Women's Studies Program was regarded as satisfactory by a large majority (60%) of the respondents, and as poor by a minority of 25%, most of whom (i.e., 20% of the majors) had significant problems. While the variety of departments from which to choose courses may facilitate smooth scheduling for most Women's Studies students (the Program ranked among the better-rated programs in the Social Sciences Sample), the large variety of student interest patterns also seems bound to result in some scheduling conflicts. Similarly, faculty sabbaticals may on occasion reduce the availability of courses listed in the catalog, especially if temporary teaching staff are not hired to "fill-in."

Summary: Structure of the Major

There are few/no unnecessary lower division prerequisites for the upper division major program in Women's Studies. There are not at all too many courses required--instead, there seems to be an effective use of multiple course plans or options by which the major may be pursued. The large lecture class mode is strongly rejected by the majors as a means of providing adequate learning opportunities in the field, but the number of small classes is clearly regarded as sufficient. Course scheduling/availability is adequate to good.

COVERAGE OF CONTENT IN THE MAJOR (Data Tables 2-3)

A number of UMPEQ items inquired about the students' views on several common elements of curriculum found in most disciplines. Among the areas of inquiry were: whether the curriculum is too fragmented, or the coursework too wastefully repetitive from course to course; the availability of advanced courses in students' areas of interest; the availability of courses to explore nondominant schools of thought; methodology courses--whether sufficiently up-to-date and whether providing enough experience in real problem-solving; the sufficiency of access to fieldwork, group study and academic credit for viable forms of volunteer work; and whether there are enough media materials, supplies, equipment or computer facilities.

Integration of Curriculum. Despite the modest number of required courses and the choice of courses from various subfields and departments, an overwhelming majority of the Women's Studies respondents disagreed (S.D. 90/5/5% S.A.) that courses do not relate well to each other and that it is hard to get a good perspective on the field. Although most of the Social Science-related programs were regarded as fairly well-integrated, the Women's Studies assessment ranked first and was significantly better than half of the 14 other programs. Similarly, an overwhelming majority of Women's Studies students disagreed (88/6/6%) that most of the upper division courses in the program waste a lot of class time helping students with too little background in the subject. (Although Women's Studies ranked best here, very strong disagreement was typical in the other programs too.)

Advanced Courses. In accord perhaps with the underrepresentation of women faculty on the Berkeley campus, only a plurality of the Women's Studies respondents agreed (S.D. 37/16/47% S.A.) that advanced courses are available in all of their areas of interest, with 32% being highly satisfied ("Strongly Agree") and 11% highly dissatisfied ("Strongly Disagree").

Nondominant Schools of Thought. A very large majority of the Women's Studies students agreed, a majority strongly so (S.D. 10-5/10/20-55% S.A.) that there are enough courses available in their program which explore the contributions of nondominant schools of thought (e.g., including feminist perspectives). The Program was ranked among the better Social Science-related programs in providing a full range of perspectives, and was rated significantly better than three of the 14 others.

Item: The curriculum is structured so that all majors will have a sufficient number of small classes or seminars. [Q. 48.] [1977 wording: ~~classes~~ or . . .]

TOTALS — Social Science-related Programs

12% Str. Disagree 7% Str. Agree
27% Disagree 24% In Between 29% Agree
Mean: 2.92 ± 0.11 (415) F-probability = .0000*

Prog.	Mean	95% Conf.	N	Wmn'sS 4.28 ± 0.38 (18)			
Psych	2.14	± 0.32	(35)	PEIS	2.57	± 0.40	(28)
PolSci	2.15	0.35	(34)	Econ	2.74	0.37	(34)
Sociol	2.16	0.32	(38)	Anthro	2.97	0.41	(30)
*HltS77	2.51	0.12	(298)**	Geog	3.00	0.39	(34)
*SHum77	3.07	± 0.16	(220)	PENR	3.39	± 0.42	(18)**
BusAd	3.09	0.37	(34)	Ling	3.47	0.40	(34)
SocWel	3.19	0.32	(32)	CNR	3.69	0.42	(26)
DevStd	3.33	0.54	(18)**	FldMaj	4.15	0.41	(20)**

Coverage of Content in the Major

Item: The courses in this program do not relate well to each other; it is hard to get a good perspective on the field. [Q. 44.]

TOTALS — Social Science-related Programs

20% Str. Disagree 5% Str. Agree
49% Disagree 15% In Between 10% Agree
Mean: 2.31 ± 0.10 (476) F-probability = .0003*

Prog.	Mean	95% Conf.	N	Wmn'sS 1.50 ± 0.36 (20)			
DevStd	1.75	± 0.34	(24)	BusAd	2.10	± 0.25	(41)
Geog	1.92	0.33	(39)	*HltS77	2.23	0.09	(422)
CNR	2.04	0.47	(27)	Ling	2.26	0.34	(39)
FldMaj	2.08	0.41	(24)	PENR	2.29	0.51	(24)
Sociol	2.32	± 0.28	(41)	Psych	2.46	± 0.31	(41)
*SHum77	2.33	0.12	(265)	SocWel	2.60	0.39	(35)
Econ	2.33	0.31	(39)	Anthro	2.61	0.39	(36)
PEIS	2.35	0.47	(31)	PolSci	2.97	0.36	(35)

Item: Most of the upper division courses in the program waste a lot of class time helping the students with too little background in the subject. [Q. 30.] [1977 wording: ~~too little~~ no . . .]

TOTALS — Social Science-related Programs

21% Str. Disagree 2% Str. Agree
54% Disagree 18% In Between 6% Agree
Mean: 2.15 ± 0.08 (466) F-probability = .4189*

Prog.	Mean	95% Conf.	N	Wmn'sS 1.71 ± 0.40 (17)			
CNR	1.88	± 0.27	(25)**	FldMaj	2.00	± 0.32	(26)
DevStd	1.91	0.30	(22)	BusAd	2.05	0.29	(39)
*HltS77	1.96	0.08	(395)	Ling	2.08	0.34	(39)
Anthro	1.97	0.26	(34)	*SHum77	2.15	0.12	(250)
PENR	2.15	± 0.37	(26)	SocWel	2.28	± 0.35	(29)
Econ	2.16	0.29	(38)	Psych	2.30	0.27	(40)
PolSci	2.19	0.23	(37)	PEIS	2.30	0.38	(30)
Geog	2.23	0.34	(40)	Sociol	2.41	0.29	(41)

Item: Advanced courses are offered in the major (or are otherwise available) in all of my areas of interest. [Q. 42.]

TOTALS — Social Science-related Programs

8% Str. Disagree 15% Str. Agree
26% Disagree 17% In Between 34% Agree
Mean: 3.21 ± 0.11 (456) F-probability = .0000*

Prog.	Mean	95% Conf.	N	Wmn'sS 3.32 ± 0.65 (19)			
Sociol	2.43	± 0.34	(40)	Econ	3.08	± 0.35	(38)
Psych	2.56	0.37	(41)	Geog	3.16	0.41	(37)
*SHum77	2.81	0.15	(247)	Anthro	3.23	0.40	(35)
SocWel	2.94	0.43	(32)	Ling	3.26	0.38	(39)
PolSci	3.29	± 0.34	(34)	PENR	3.65	± 0.48	(23)
PEIS	3.42	0.46	(26)	FldMaj	3.68	0.60	(22)
DevStd	3.50	0.56	(24)	CNR	3.70	0.58	(27)
*HltS77	3.55	0.10	(389)	BusAd	3.79	0.31	(38)

Item: The program's methodology, lab, or technical courses do not provide the student with enough experience in real problem-solving and analysis. [Q. 51.] [1977 wording: ~~lab~~.]

TOTALS — Social Science-related Programs

8% Str. Disagree 7% Str. Agree
32% Disagree 26% In Between 27% Agree
Mean: 2.94 ± 0.12 (349)** F-probability = .0000*

Prog.	Mean	95% Conf.	N	Wmn'sS 2.14 ± 0.74 (14)**			
Ling	2.24	± 0.45	(25)**	*HltS77	2.68	± 0.10	(389)
FldMaj	2.29	0.51	(17)**	DevStd	2.73	0.80	(15)**
CNR	2.35	0.46	(20)**	SocWel	2.88	0.38	(25)**
BusAd	2.67	0.35	(36)	PEIS	2.90	0.43	(21)**
Anthro	2.97	± 0.40	(29)	Psych	3.09	± 0.35	(35)
Geog	3.00	0.45	(25)**	Econ	3.45	0.38	(33)
*SHum77	3.01	0.20	(150)**	Sociol	3.46	0.37	(24)**
PENR	3.06	0.67	(18)**	PolSci	3.54	0.37	(26)**

Item: The program's methodology, lab, or technical courses overemphasize traditional methodology and values or are not up to date. [Q. 52.] [1977 wording: ~~lab~~.]

TOTALS — Social Science-related Programs

12% Str. Disagree 6% Str. Agree
52% Disagree 17% In Between 13% Agree
Mean: 2.50 ± 0.11 (348)** F-probability = .0084*

Prog.	Mean	95% Conf.	N	Wmn'sS 1.33 ± 0.41 (15)**			
CNR	1.89	0.42	(19)**	Anthro	2.29	± 0.38	(28)
FldMaj	1.95	0.49	(19)**	Geog	2.39	0.36	(23)**
Ling	2.10	0.36	(29)**	PENR	2.44	0.58	(16)**
*HltS77	2.15	0.09	(381)	SocWel	2.50	0.39	(24)**
BusAd	2.52	± 0.33	(33)	PEIS	2.81	± 0.59	(21)**
DevStd	2.65	0.57	(20)	Sociol	2.83	0.39	(29)**
Econ	2.68	0.43	(31)	Psych	2.88	0.35	(32)
PolSci	2.71	0.49	(24)**	*SHum77	2.98	0.20	(164)**

*The F-tests are based on the original 1-5 metric and exclude the 1977 samples ("HltS77" and "SHum77").
**Percentage of "Don't Know or Not Applicable" and blank responses is 23% or more.

See also the students' responses to the items about their program's contribution to social responsibility or the development of skills useful in the community (page 31), faculty concern for social issues in the classroom teaching context (page 9) and fieldwork (below).

Fieldwork, Group Study, Independent Academic-Experiential Study. When asked whether there are enough fieldwork, internship, group, lab, or other academic-experiential course offerings in the Women's Studies Program, and/or if credit is readily available for appropriate types of volunteer experience, a majority of the Women'sents agreed (S.D. 26-11/11/16-37% S.A.), but the response was somewhat bimodally polarized.

Methods Courses; Equipment. Among the 70-75% of the respondents in Women's Studies who could or did rate the Program's methodology courses, an overwhelming majority disagreed (S.D. 93/0/7% S.A.) that their courses overemphasized traditional methodology and values or are not up-to-date, and a large majority also disagreed (64/14/21%) that their methods courses provided insufficient experience in real problem-solving and analysis. These two assessments of methods courses were ranked highest in Women's Studies, with ratings significantly better than 11 and three (respectively) of the 14 other Social Science-related programs.

Only 13 (65%) of the respondents gave an opinion about equipment, computer facilities, supplies or media materials, but, of these, a large majority agreed (S.D. 15/23/62% S.A.) that there is a shortage. This result ranked Women's Studies as the worst of the 15 Social Science-related programs, with ratings significantly lower than three of the other programs.

Summary: Coverage of Content in the Major

Courses in the Women's Studies Program are seen as very well-integrated; it is easy to get a good perspective on the field. Very little class time is wasted in repetition of material taught in other courses.

Advanced courses are offered by the Program (or otherwise available) in most but not all areas of student interest. The ideas of nondominant schools of thought are reasonably well-represented in the coursework.

There is an adequate but not sufficient amount of available fieldwork, internships, group or other academic-experiential courses, and/or credit for appropriate types of volunteer experience. Methods courses provide enough experience in real problem-solving and analysis, and are sufficiently up-to-date and innovative/nontraditional when necessary. A shortage of equipment, computer facilities, supplies, or media materials was regarded as serious by those students who felt a need for such.

SUMMATIVE RATING ON COURSEWORK AND ON LEARNING GAINS (Data Tables 3)

Students' overall evaluation of their program's coursework was obtained by asking whether coursework was interesting and challenging, and whether the students would remember a lot of what they had learned.

Crossreferences. See also the "Summative Rating on Teaching" (page 9). Relevant too are the students' ratings of their program's contribution to "gaining a thorough understanding of the subject matter" (especially) and the entire section "Overview of Department/Program Contributions" (pages 29-33). Also, the reader may wish to compare the overall influence of "The Instructional Process" with other "Influences on Students' Overall Growth and Learning" (pages 25-27).

Item: There is a shortage of equipment, computer facilities, supplies, or media materials for use by students in this program. [Q. 30.] [1977 wording: . . . adequate equipment, computer facilities, . . .]

Wmn'sS 3.69 ± 0.68 (13)**

Prog.	Mean	95% Conf.	N								
BusAd	2.27	± 0.30	(33)	PolSci	2.65	± 0.46	(23)**	Anthro	2.80	± 0.49	(20)**
Econ	2.48	0.52	(21)**	DevStd	2.73	0.74	(11)**	Geog	2.88	0.52	(25)**
SocWel	2.58	0.40	(19)**	Ling	2.75	0.49	(24)**	*SHum77	3.00	0.17	(196)**
*HlcS77	2.59	0.11	(379)	PEIS	2.79	0.46	(14)**	CNR	3.00	0.57	(20)**
Psych	3.07	± 0.38	(29)**								
Sociol	3.18	0.74	(17)**								
PENR	3.20	0.60	(15)**								
FldMaj	3.50	1.72	(6)**								

TOTALS — Social Science-related Programs

8% Str. Disagree, 42% Disagree, 22% In Between, 8% Str. Agree, 20% Agree

Mean: 2.79 ± 0.13 (277)** F-probability = .0991*

Item: There are enough fieldwork, internship, group, lab, or other academic-experiential course offerings in this program, and/or credit is readily available for appropriate types of volunteer experience. [Q. 49.] [1977 wording: group.]

Wmn'sS 3.26 ± 0.76 (19)

Prog.	Mean	95% Conf.	N								
*SHum77	2.13	± 0.18	(161)**	PolSci	2.66	± 0.45	(29)	*HlcS77	3.25	± 0.12	(366)
Econ	2.32	0.40	(34)	BusAd	2.93	0.44	(27)**	Ling	3.27	0.46	(26)**
PEIS	2.38	0.51	(21)**	Anthro	3.00	0.43	(32)	Psych	3.36	0.41	(33)
Sociol	2.53	0.43	(32)	DevStd	3.12	0.65	(17)**	PENR	3.55	0.69	(20)
Geog	3.63	± 0.40	(31)								
SocWel	3.74	0.38	(35)								
FldMaj	3.88	0.60	(17)**								
CNR	4.62	0.19	(29)								

TOTALS — Social Science-related Programs

11% Str. Disagree, 24% Disagree, 15% In Between, 16% Str. Agree, 34% Agree

Mean: 3.20 ± 0.13 (383) F-probability = .0000*

Item: There are enough courses available in this program which explore the contributions of the nondominant "schools of thought" (e.g., radical, conservative, futurist, traditionalist, feminist, Third World, etc.). [Q. 54.] [1977 wording: ... radicals, conservatives, traditionalists, futurists, women, minorities, etc.).]

Wmn'sS 4.05 ± 0.59 (20)

Prog.	Mean	95% Conf.	N								
Psych	2.41	± 0.34	(37)	SocWel	2.74	± 0.37	(31)	Econ	3.18	± 0.39	(40)
BusAd	2.48	0.46	(29)**	Anthro	3.03	0.45	(30)	Ling	3.22	0.52	(27)**
*HlcS77	2.64	0.17	(172)**	PolSci	3.12	0.44	(34)	Sociol	3.24	0.41	(42)
*SHum77	2.66	0.17	(210)**	Geog	3.13	0.40	(31)	PEIS	3.28	0.50	(29)
PENR	3.82	± 0.40	(22)								
FldMaj	4.15	0.39	(27)								
CNR	4.38	0.29	(29)								
DevStd	4.48	0.32	(23)								

TOTALS — Social Science-related Programs

10% Str. Disagree, 21% Disagree, 16% In Between, 17% Str. Agree, 35% Agree

Mean: 3.27 ± 0.12 (431) F-probability = .0000*

Summative Ratings on Coursework and on Learning Gains

Item: The coursework in this program is interesting and challenging. [Q. 45.]

Wmn'sS 4.55 ± 0.30 (20)

Prog.	Mean	95% Conf.	N								
SocWel	3.17	± 0.31	(36)	PolSci	3.54	± 0.30	(35)	Ling	3.88	± 0.32	(41)
Sociol	3.43	0.30	(42)	PEIS	3.77	0.42	(31)	Anthro	4.06	0.23	(35)
Econ	3.50	0.32	(40)	PENR	3.83	0.38	(23)	Geog	4.13	0.27	(39)
Psych	3.51	0.30	(41)	BusAd	3.83	0.25	(41)	CNR	4.14	0.35	(29)
FldMaj	4.22	± 0.28	(27)								
DevStd	4.46	0.28	(24)								

TOTALS — Social Science-related Programs

3% Str. Disagree, 7% Disagree, 22% In Between, 22% Str. Agree, 47% Agree

Mean: 3.78 ± 0.08 (484) F-probability = .0000*

Item: I will remember a lot of what I have learned in the program's courses for a long time to come. [Q. 55.]

Wmn'sS 4.65 ± 0.29 (20)

Prog.	Mean	95% Conf.	N								
SocWel	2.94	± 0.38	(34)	PolSci	3.46	± 0.38	(35)	*SHum77	3.67	± 0.14	(267)
Psych	3.12	0.36	(40)	BusAd	3.56	0.33	(39)	Anthro	3.77	0.40	(35)
Sociol	3.33	0.38	(42)	*HlcS77	3.62	0.10	(425)	PENR	3.78	0.43	(23)
Econ	3.33	0.42	(39)	PEIS	3.66	0.43	(29)	Ling	3.88	0.35	(41)
CNR	4.03	± 0.46	(31)								
Geog	4.18	0.27	(39)								
FldMaj	4.22	0.37	(27)								
DevStd	4.43	0.31	(23)								

TOTALS — Social Science-related Programs

6% Str. Disagree, 13% Disagree, 18% In Between, 26% Str. Agree, 38% Agree

Mean: 3.63 ± 0.10 (477) F-probability = .0000*

*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HlcS77"). See "Characteristics of the Student Population" for more information. In some instances, items employed in 1979 were not included in the 1977 survey (and vice-versa), or were modified too substantially to report here.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Interest and Challenge of Coursework. Although a large to very large majority of respondents typically agree that coursework in their own major is interesting and challenging, responses from Women's Studies were significantly higher than those observed in nine of the other 14 Social Science-related programs and ranked first of the 15; agreement in Women's Studies was by an overwhelming 90% (65% "Strongly" so), and none of the respondents disagreed.

Remembering of Material Learned. A similar, overwhelmingly positive, first-ranked response, this time significantly higher than 11 other programs, was given by Women's Studies students to the ARU's summative item about learning gains. In this instance, 75% agreed strongly, 15% agreed and 10% marked "In Between" in response to the proposition, "I will remember a lot of what I have learned in the program's courses for a long time to come."

Summary: Summative Rating on Coursework and on Learning Gains

The coursework in Women's Studies was seen as very highly interesting and challenging by the majors. The students expect a very high level of long-term retention of material learned in their classes.

TEACHING

Crossreferences. See also the section "Summative Rating on Coursework and Learning Gains" (immediately above) and, since teaching and coursework cannot be entirely separated, the crossreferences given there (page 5).

ELEMENTS OF TEACHING (Data Tables 4)

To avoid duplication with other Berkeley campus efforts, the UMPEQ includes only a few key items related directly to teaching. The primary areas of concern here are on the adequacy of faculty feedback on students' work, the effects on students' intellectual motivation, the concern for social issues related to the coursework, and overall teaching effectiveness.

Feedback to Students. The adequacy of feedback to students on their work is one of the most important elements in the teaching-learning process. A very large majority of the Women's Studies respondents agreed (S.D. 5/25/70% S.A.)* that comments or review provided by faculty, teaching assistants (et al.) on their midterms, papers and class performance was usually thorough enough. These ratings, which ranked second among the 15 Social Science-related programs and were significantly above those observed in nine of the other programs, represent a very strong teaching performance by the faculty in providing feedback.

Further Explanation or Assistance. With 75% responding, an overwhelming majority of Women's Studies majors disagreed (S.D. 87/7/7% S.A.) that it seemed difficult to obtain help, or a referral to further explanation, when needed in their courses. Of the 15 Social Science-related programs, Women's Studies ranked first, with ratings significantly better than six others. (Data Tables 6.)

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories, ranging from "Strongly Disagree" (S.D.) plus "Disagree" [slash], through "In Between" [slash], to "Agree" plus "Strongly Agree" (S.A.). On occasion, all five percentages are given, with the slashes located as indicated in the foregoing sentence.

TEACHING

Elements of Teaching

Item: Comments or review provided by faculty, T.A.s and readers on my midterms, papers, problem sets, experiments and class performance are usually thorough enough. [Q. 26.]

Wmn'sS 3.90 ± 0.37 (20)

Prog.	Mean	95% Conf.	N						TOTALS — Social Science-related Programs					
									11% Str. Disagree					7% Str. Agree
									21% Disagree		23% In Between			38% Agree
									Mean: 3.09 ± 0.10 (488)			F-probability = .0000*		
Psych	2.51	± 0.37	(41)	BusAd	3.03	± 0.34	(40)		Ling	3.15	± 0.36	(41)	Geog	3.38 ± 0.35 (40)
DevStd	2.65	0.52	(23)	Sociol	3.05	0.36	(42)		*HltS77	3.15	0.10	(417)	*SHum77	3.46 0.13 (269)
PolSci	2.68	0.42	(37)	SocWel	3.06	0.35	(36)		CNR	3.32	0.39	(31)	Anthro	3.47 0.32 (36)
Econ	2.74	0.35	(39)	PEIS	3.13	0.38	(31)		PENR	3.36	0.46	(25)	FldMaj	4.12 0.40 (26)

Item: To what extent have faculty and coursework at UCB increased your motivation to pursue ideas presented in class? [Q. 70, emphasis in original.]

Wmn'sS 4.30 ± 0.43 (20)

Prog.	Mean	95% Conf.	N						TOTALS — Social Science-related Programs					
									7% Very Little					21% Very Much
									10% Little		35% Some			27% Much
									Mean: 3.45 ± 0.10 (489)			F-probability = .0000*		
Econ	2.93	± 0.36	(40)	BusAd	3.20	± 0.35	(41)		FldMaj	3.70	± 0.45	(27)	CNR	3.97 ± 0.26 (33)
Psych	3.00	0.35	(41)	PEIS	3.32	0.38	(31)		PENR	3.80	0.32	(25)	DevStd	4.08 0.57 (24)
SocWel	3.06	0.33	(35)	PolSci	3.32	0.41	(37)		Geog	3.86	0.33	(37)		
Sociol	3.19	0.35	(42)	Ling	3.58	0.41	(40)		Anthro	3.89	0.31	(36)		

Item: To what extent have faculty and coursework at UCB increased your motivation to pursue your own intellectual interests, apart from University classes, grades, degrees, etc.? [Q. 71, emphasis in original.]

Wmn'sS 4.53 ± 0.35 (19)

Prog.	Mean	95% Conf.	N						TOTALS — Social Science-related Programs					
									7% Very Little					26% Very Much
									12% Little		27% Some			28% Much
									Mean: 3.55 ± 0.11 (487)			F-probability = .0057*		
Econ	3.08	± 0.44	(40)	PEIS	3.42	± 0.46	(31)		DevStd	3.65	± 0.58	(23)	PolSci	3.92 ± 0.39 (37)
BusAd	3.13	0.33	(40)	Sociol	3.45	0.33	(42)		FldMaj	3.81	0.47	(26)	Anthro	3.97 0.36 (36)
Psych	3.34	0.38	(41)	Ling	3.49	0.42	(41)		Geog	3.84	0.37	(37)		
SocWel	3.38	0.41	(34)	PENR	3.62	0.40	(26)		CNR	3.91	0.36	(33)		

Item: Faculty in this program show enough concern about social issues in teaching their subjects. [Q. 34.]

Wmn'sS 4.55 ± 0.33 (20)

Prog.	Mean	95% Conf.	N						TOTALS — Social Science-related Programs					
									5% Str. Disagree					25% Str. Agree
									9% Disagree		18% In Between			42% Agree
									Mean: 3.71 ± 0.10 (455)			F-probability = .0000*		
*SHum77	3.03	± 0.18	(198)**	Ling	3.33	± 0.54	(27)**		SocWel	3.61	± 0.36	(36)	Geog	4.00 ± 0.39 (35)
Psych	3.16	0.36	(38)	Anthro	3.51	0.37	(35)		PEIS	3.69	0.42	(29)	DevStd	4.05 0.50 (22)
BusAd	3.29	0.32	(37)	PolSci	3.51	0.37	(35)		Sociol	3.71	0.31	(42)	CNR	4.55 0.21 (31)
*HltS77	3.30	0.12	(320)**	Econ	3.58	0.39	(38)		PENR	3.92	0.38	(26)	FldMaj	4.63 0.24 (24)

Summative Rating on Teaching

Item: Teaching by faculty in this program is challenging, of high quality, and increases my interest in the subject matter. [Q. 37.]

Wmn'sS 4.45 ± 0.39 (20)

Prog.	Mean	95% Conf.	N						TOTALS — Social Science-related Programs					
									4% Str. Disagree					21% Str. Agree
									9% Disagree		26% In Between			40% Agree
									Mean: 3.64 ± 0.09 (489)			F-probability = .0000*		
SocWel	2.92	± 0.28	(36)	Sociol	3.48	± 0.31	(42)		PENR	3.80	± 0.46	(25)	FldMaj	4.19 ± 0.35 (27)
Econ	3.21	0.37	(39)	Ling	3.54	0.38	(41)		Anthro	3.92	0.28	(36)	DevStd	4.35 0.38 (23)
Psych	3.23	0.35	(40)	PolSci	3.59	0.34	(37)		Geog	4.15	0.26	(40)		
BusAd	3.39	0.26	(41)	PEIS	3.63	0.42	(30)		CNR	4.16	0.28	(32)		

*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. In some instances, items employed in 1979 were not included in the 1977 survey (and vice-versa), or were modified too substantially to report here. [The metric, "Very Little" to "Very Much" is also treated as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Effects of Faculty and Coursework on Motivation. The core of a (liberal arts) education is the development of the student's motivation to pursue intellectual interests and ideas outside the college/university setting and reward/punishment systems (i.e., to pursue learning for its own sake, on a self-motivated, life-long basis). A large majority (65%) of the Women's Studies majors responded "Very Much" or "Much" that faculty and coursework at UCB had increased their motivation to pursue ideas presented in class; 20% marked "Some"; and only 5% marked "Little" (and none "Very Little"). These responses ranked Women's Studies first among the 15 Social Science-related programs, significantly above half of the others. An even more stellar performance was indicated by Women's Studies students' increased motivation, due to faculty and coursework, to pursue their own intellectual interests (i.e., apart from classes, grades and degrees). In this case, 68% of the majors marked "Very Much" and another 16% chose "Much"; the remaining 16% marked "Some." The mean rating in Women's Studies, which was significantly higher than eight of the other programs, was 4.53, while the other 14 means ranged from 3.08 to 3.97.

Faculty Concern about Social Issues. Women's Studies students by overwhelming majority agreed (S.D. 0/15/85% S.A.) that faculty involved in the Program show enough concern about social issues in teaching their classes. Here, Women's Studies was ranked among three very well-rated Social Science-related programs, with a mean significantly higher than nine of the other 14. (See also "Nondominant Schools of Thought," page 3.)

SUMMATIVE RATING ON TEACHING (Data Tables 4)

As its most general inquiry about teaching, the UMPEQ included an item about whether teaching in the students' programs was challenging, of high quality and increased their interest in the subject matter. An overwhelming majority of the Women's Studies respondents agreed (S.D. 5/10/85% S.A.) that this item is descriptive of teaching in their program. Women's Studies ranked first, with ratings significantly higher than eight of the 14 other Social Science-related programs.

TEACHING ASSISTANTS (Data Tables 5)

Only a few of the Women's Studies respondents had experience with Teaching Assistants (T.A.s) in their program. Among the seven (35%) students who gave ratings, their T.A.s were seen as being about as knowledgeable and well-prepared as T.A.s evaluated in other programs, and the T.A.s' abilities as teachers were rated significantly higher than observed in eight of the other 14 Social Science-related programs.

Summary: Elements of Teaching, Summative Rating on Teaching, T.A.s

Feedback provided by Women's Studies faculty on students' work (all kinds) is usually thorough enough (a relative rarity). Additional explanation or instruction (or referral to such) was felt to be easy to obtain. (Few of the respondents had taken classes in the Program for which there were T.A.s, so the possible conclusion that the T.A.s are effective as teachers is rather tentative.)

Faculty in (affiliated with) the Program are seen as showing enough concern about social issues in teaching their subjects.

Faculty and coursework were very influential factors in increasing Women's Studies majors' motivation to pursue ideas presented in class, and of even greater influence on students' motivation to pursue their own intellectual interests. In general, teaching in the Program is regarded as challenging and of high quality--indeed, very highly so.

Teaching Assistants

Item: Approximately what percentage of T.A.s (upper or lower division) in your program: Are knowledgeable and well-prepared in the material being taught? [Q. 38A.]

95% Wmn'sS 4.00 ± 1.05 (7)**

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
PolSci	3.33	± 0.44	(36)	PEIS	3.74	± 0.40	(31)
PENR	3.55	0.47	(22)	Ling	3.75	0.42	(36)
FldMaj	3.57	1.01	(14)**	BusAd	3.83	0.37	(40)
Psych	3.61	0.41	(38)	Econ	3.83	0.47	(35)

TOTALS — Social Science-related Programs

7% 0-20 Pct. 37% 81-100 Pct.
10% 21-40 Pct. 17% 41-60 Pct. 30% 61-80 Pct.
Mean: 3.79 ± 0.12 (439) F-probability = .4527*

Geog	3.84 ± 0.40 (38)	CNR	4.13 ± 0.36 (32)		
Sociol	3.86 0.38 (36)	SocWel	4.14 0.48 (28)		
DevStd	3.91 0.55 (23)				
Anthro	3.97 0.50 (30)				

Item: Approximately what percentage of T.A.s (upper or lower division) in your program: Are effective as teachers in leading class discussions and/or labs? [Q. 38B.]

95% Wmn'sS 4.57 ± 0.58 (7)**

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
PolSci	2.86	± 0.44	(35)	Psych	3.21	± 0.45	(39)
Sociol	3.06	0.44	(36)	PENR	3.26	0.35	(23)
Ling	3.13	0.43	(39)	BusAd	3.28	0.43	(39)
PEIS	3.20	0.46	(30)	Econ	3.41	0.46	(34)

TOTALS — Social Science-related Programs

11% 0-20 Pct. 23% 81-100 Pct.
18% 21-40 Pct. 21% 41-60 Pct. 26% 61-80 Pct.
Mean: 3.32 ± 0.12 (440) F-probability = .2666*

Geog	3.42 ± 0.47 (36)	FldMaj	3.53 ± 0.86 (15)**		
Anthro	3.52 0.59 (29)	CNR	3.88 0.36 (32)		
DevStd	3.52 0.50 (23)				
SocWel	3.53 0.55 (30)				

Faculty Contact

Item: Even though I might initially have expected more contact with professors, I have been satisfied with the level of interaction I have had with them here. [Q. 23.]

95% Wmn'sS 3.82 ± 0.56 (17)

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
Econ	2.24	± 0.38	(38)	DevStd	2.77	± 0.58	(22)
Psych	2.41	0.30	(41)	PEIS	2.80	0.41	(30)
PolSci	2.70	0.39	(37)	SocWel	2.81	0.32	(32)
Anthro	2.76	0.46	(34)	Sociol	2.86	0.36	(42)

TOTALS — Social Science-related Programs

12% Str. Disagree 11% Str. Agree
24% Disagree 23% In Between 29% Agree
Mean: 3.01 ± 0.11 (475) F-probability = .0000*

Ling	3.13 ± 0.33 (40)	Geog	3.76 ± 0.37 (37)		
BusAd	3.29 0.32 (38)	FldMaj	4.15 0.48 (26)		
PENR	3.35 0.44 (26)				
CNR	3.59 0.42 (32)				

Item: About how many Berkeley faculty members KNOW YOU by name or sight? [Q. 8.]

Wmn'sS 3.85 ± 0.21 (20)

Prog.	*** Mean	95% Conf.	N	Prog.	*** Mean	95% Conf.	N
Psych	2.00	± 0.45	(41)	Sociol	2.50	± 0.45	(42)
PEIS	2.26	0.49	(31)	Econ	2.51	0.45	(39)
SocWel	2.31	0.43	(36)	Anthro	2.66	0.48	(35)
PolSci	2.49	0.46	(37)	DevStd	2.83	0.58	(24)

TOTALS — Social Science-related Programs

9% Zero Faculty (=0) 43% Four or More (=4)
10% One Faculty (=1) 19% Two Faculty 19% Three Faculty (=3)
***Mean: 2.77 ± 0.12 (490) F-probability = .0000*

PENR	3.08 ± 0.47 (26)	FldMaj	3.44 ± 0.34 (25)		
Ling	3.10 0.40 (40)	CNR	3.44 0.39 (34)		
BusAd	3.17 0.36 (41)				
Geog	3.31 0.30 (39)				

Item: About how many times did you have a discussion outside of the classroom with any professor, apart from study-list advising, in the last three months (excluding vacation periods)? [Q. 9.]

*** Reco. Mean *** 95% Wmn'sS 5.40 ± 0.88 (20)

Prog.	Mean	95% Conf.	N	Prog.	Mean	95% Conf.	N
SocWel	1.94	± 0.57	(36)	Sociol	2.70	± 0.90	(42)
Psych	2.13	0.67	(41)	PolSci	2.84	0.87	(37)
PEIS	2.44	0.78	(31)	DevStd	2.98	1.11	(24)
Anthro	2.63	0.80	(35)	Econ	3.05	0.84	(40)

TOTALS — Social Science-related Programs

20% Zero Discussions 16% 7 or More
32% 1-2 21% 3-4 11% 5-6
***Recoded Mean: 3.01 ± 0.22 (495) F-prob. = .0068*

BusAd	3.16 ± 0.87 (41)	CNR	3.76 ± 0.84 (34)		
PENR	3.56 1.09 (26)	Geog	4.03 0.90 (40)		
Ling	3.59 0.81 (41)				
FldMaj	3.59 1.01 (27)				

*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree. But see footnote ***.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

***Two different scales are used here, and one of them is recoded. The mean for the "faculty know you" item [Q. 8] is based on a five-point scale from zero to four, and the mean values given obviously understate the number of faculty who know these upper division students by name or sight (as judged by the student)—because of the large percentage of students choosing the response "four or more faculty members." For the recoded mean [Q. 9], the original metric is shown in the percentaging "TOTALS", but in calculating the grand mean and program means, the original responses were recoded as follows: "Zero"= 0, "1-2"= 1.5, "3-4"= 3.5, "5-6"= 5.5, "7 or more"= 7.5. These means thus approximate the actual number of out-of-class discussions with faculty members.

FACULTY CONTACT (Data Tables 5)

The UMPEQ items concerning student-faculty contact included three foci: satisfaction with the amount of faculty contact; how many faculty know each student by name or sight; and the number of out-of-class discussions with faculty members. See "Faculty Receptivity and Support" (below) for other related inquiries.

A large majority of the Women's Studies Program respondents agreed (S.D. 12/24/65% S.A.) that they were satisfied with the level of contact they had had with professors* at UCB. These satisfaction levels ranked second best and were significantly higher than those found in half of the 14 other Social Science-related programs. Moreover, students in Women's Studies were known by name or sight to significantly more members of the faculty than were students in all but two of the 14 other programs, and were ranked highest in this regard. Ninety percent of the Women's Studies respondents were known by name or sight to four or more faculty members. Similarly, Women's Studies students were ranked first in the number of discussions they had had with professors* outside the classroom (apart from study-list advising during the last three school months). These ratings were significantly higher than those found in 10 of the other programs. Of the Women's Studies students, 40% had had seven or more discussions with a professor outside of class during the last three months that school was in session; 20% had engaged in 5-6 such discussions, 35% in 3-4, and only 5% in 1-2.

Summary: Faculty Contact

The Women's Studies respondents were reasonably satisfied with their level of interaction with faculty members. They are known by name or sight to more members of the faculty than are students in most if not all of the other social science programs and they engaged in more out-of-class discussions with faculty members.

FACULTY RECEPTIVITY AND SUPPORT (Data Tables 6-7)

The UMPEQ items grouped under this heading refer more to the quality than quantity of faculty-student interaction. Among the concerns here are: students' general perceptions of the level of faculty interest in and concern about undergraduates; the openness and extent of faculty-student communication; whether there is a faculty member to whom the student comfortably can go and whether any faculty member can write the student a good letter of recommendation; faculty receptivity to student input about course structure and content; and faculty receptivity to women and ethnic minority students.

Faculty Interest/Concern; Faculty-Student Communication. Among the 15 Social Science-related programs, Women's Studies Program respondents ranked as most likely to disagree that faculty members in their program don't really seem interested or concerned about undergraduates; their ratings were significantly better than those found in 12 of the 14 other programs. An overwhelming majority of the Women's Studies majors disagreed (S.D. 75-20/5/0-0% S.A.). An overwhelming majority of the Women's Studies students also agreed (10-0/0/40-50%) that communication between faculty and students in their program is open and fairly extensive, and this rating was significantly higher than observed in seven of the other programs (and ranked in the middle of the six highest).

Access to Faculty Advising, and to Recommendations. Results of magnitude similar to the last item reported--significantly better than found in eight of the 14 other programs--were obtained regarding whether Women's Studies students had a

*Although the item refers specifically to "professors," it is very unlikely that all or even most students limit the meaning of their responses to the professoriate (e.g., most lecturers would probably be included in the students' ratings).

Faculty Receptivity and Support

Item: I have a regular faculty advisor (or otherwise know a faculty member in my program) to whom I would feel comfortable going at any time during the year. [Q. 21.]

Wmn'sS 4.15 ± 0.54 (20)

Prog.	Mean	95% Conf.	N								
Econ	2.05	± 0.39	(39)	SocWel	2.52	± 0.51	(31)	PEIS	3.23	± 0.52	(31)	CNR	4.35	± 0.36	(34)
Psych	2.08	0.45	(36)	Anthro	2.79	0.51	(34)	DevStd	3.63	0.61	(24)	FldMaj	4.56	0.32	(27)
PolSci	2.46	0.50	(35)	Sociol	2.90	0.46	(41)	Geog	3.92	0.37	(37)				
BusAd	2.50	0.42	(40)	Ling	3.02	0.42	(41)	PENR	4.00	0.48	(31)				

TOTALS — Social Science-related Programs

21% Str. Disagree; 24% Str. Agree
22% Disagree; 11% In Between; 23% Agree
Mean: 3.07 ± 0.13 (474); F-probability = .0000*

Item: At least one professor in this program knows me or my work well enough to write me a good recommendation for graduate school or a job. [Q. 25.]

Wmn'sS 4.68 ± 0.34 (19)

Prog.	Mean	95% Conf.	N								
Psych	1.90	± 0.36	(41)	DevStd	2.87	± 0.75	(23)	PENR	3.08	± 0.64	(25)	BusAd	3.33	± 0.50	(40)
PEIS	2.42	0.49	(31)	*HltS77	2.87	0.15	(423)	PolSci	3.11	0.47	(37)	Geog	3.37	0.49	(38)
Econ	2.64	0.48	(39)	Anthro	2.94	0.50	(35)	Ling	3.11	0.49	(37)	CNR	3.47	0.47	(32)
SocWel	2.79	0.52	(34)	Sociol	3.05	0.45	(41)	*SHum77	3.26	0.17	(274)	FldMaj	4.04	0.50	(25)

TOTALS — Social Science-related Programs

23% Str. Disagree; 21% Str. Agree
22% Disagree; 9% In Between; 24% Agree
Mean: 2.98 ± 0.13 (478); F-probability = .0000*

Item: I have needed further explanation or extra instruction in courses in my major, but help or a referral did not seem easy to obtain. [Q. 33.]

Wmn'sS 1.73 ± 0.45 (15)**

Prog.	Mean	95% Conf.	N								
Geog	2.08	± 0.38	(25)**	BusAd	2.39	± 0.37	(28)**	*SHum77	2.55	± 0.15	(203)**	SocWel	2.77	± 0.38	(26)**
FldMaj	2.17	0.50	(23)	*HltS77	2.44	0.12	(345)	Ling	2.59	0.44	(29)**	PolSci	2.80	0.40	(30)
CNR	2.25	0.39	(28)	PENR	2.45	0.39	(20)	Sociol	2.66	0.43	(32)	Psych	2.85	0.62	(33)
DevStd	2.33	0.45	(18)**	Anthro	2.45	0.45	(22)**	Econ	2.66	0.44	(32)	PEIS	2.95	0.52	(22)

TOTALS — Social Science-related Programs

13% Str. Disagree; 5% Str. Agree
45% Disagree; 22% In Between; 15% Agree
Mean: 2.55 ± 0.11 (368)**; F-probability = .0754*

Item: Most of the faculty in this program are receptive to student input on class structure and content. [Q. 31.]

Wmn'sS 4.15 ± 0.38 (20)

Prog.	Mean	95% Conf.	N								
PolSci	2.78	± 0.28	(37)	PEIS	3.16	± 0.34	(31)	PENR	3.42	± 0.41	(24)	Geog	3.54	± 0.30	(35)
Econ	2.81	0.39	(36)	Psych	3.20	0.30	(40)	BusAd	3.43	0.28	(40)	Ling	3.57	0.32	(37)
SocWel	2.88	0.39	(33)	*HltS77	3.23	0.10	(390)	Anthro	3.47	0.33	(32)	CNR	3.86	0.38	(29)
*SHum77	2.92	0.13	(261)	Sociol	3.32	0.35	(38)	DevStd	3.47	0.54	(19)	FldMaj	4.00	0.43	(24)

TOTALS — Social Science-related Programs

5% Str. Disagree; 10% Str. Agree
16% Disagree; 31% In Between; 38% Agree
Mean: 3.32 ± 0.09 (455); F-probability = .0000*

Item: Communication between faculty and students in this program is open and fairly extensive. [Q. 22.]

Wmn'sS 4.20 ± 0.53 (20)

Prog.	Mean	95% Conf.	N								
Econ	2.50	± 0.33	(40)	Ling	3.03	± 0.38	(39)	*HltS77	3.28	± 0.10	(423)	Geog	4.03	± 0.32	(40)
PolSci	2.67	0.38	(33)	Sociol	3.08	0.32	(39)	PEIS	3.30	0.37	(30)	DevStd	4.05	0.44	(21)
Psych	2.68	0.36	(37)	Anthro	3.14	0.42	(35)	BusAd	3.41	0.30	(37)	CNR	4.33	0.30	(33)
SocWel	3.00	0.35	(35)	*SHum77	3.17	0.14	(275)	PENR	3.84	0.35	(25)	FldMaj	4.52	0.32	(25)

TOTALS — Social Science-related Programs

8% Str. Disagree; 17% Str. Agree
16% Disagree; 29% In Between; 30% Agree
Mean: 3.33 ± 0.11 (469); F-probability = .0000*

Item: Faculty members in this program don't really seem interested in or concerned about undergraduates. [Q. 24.] [1977 wording: ~~don't really seem~~ aren't really . . .]

Wmn'sS 1.30 ± 0.25 (20)

Prog.	Mean	95% Conf.	N								
FldMaj	1.42	± 0.38	(26)	PENR	2.31	± 0.37	(26)	Econ	2.77	± 0.42	(39)	Anthro	2.83	± 0.41	(36)
CNR	1.78	0.27	(32)	BusAd	2.46	0.26	(41)	Sociol	2.78	0.28	(41)	PolSci	2.89	0.37	(37)
DevStd	2.13	0.46	(23)	*HltS77	2.64	0.10	(418)	PEIS	2.80	0.46	(30)	Psych	2.98	0.34	(40)
Geog	2.21	0.35	(39)	*SHum77	2.71	0.13	(273)	Ling	2.83	0.35	(40)	SocWel	3.00	0.33	(34)

TOTALS — Social Science-related Programs

17% Str. Disagree; 7% Str. Agree
36% Disagree; 27% In Between; 13% Agree
Mean: 2.56 ± 0.10 (484); F-probability = .0000*

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*The F-tests are based on the original 1-3 metric and exclude the 1977 samples ("HltS77" and "SHum77").
**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

regular faculty advisor (or otherwise knew a faculty member in their program) to whom they would feel comfortable going at any time during the year. A very large majority of the Women's Studies majors agreed (S.D. 5-5/20/10-60% S.A.), most "strongly" so, with this proposition. In a truly stellar performance rating, 95% of the Women's Studies respondents agreed (79% "Strongly") that at least one professor in their program knows them or their work well enough to write a good recommedation for graduate school or a job (5% "Disagreed"). This rating was significantly higher than that found in all but one of the other 14 Social Science-related programs. The mean rating for Women's Studies was 4.68, while for the (only) runner-up, it was 4.04; the 13 other program means ranged from 1.90 to 3.47.

Course-related Student Input. The Women's Studies Program was also ranked highest, with ratings significantly above half of the 14 other Social Science-related programs, on their receptivity to student input on class structure and content. An overwhelming majority of the Women's Studies students agreed (S.D. 5/15/80% S.A.) that their faculty were receptive to such input.

Faculty Receptivity to/Support of Male and Female, and White and Ethnic Minority Students. In a two-part item, the ARU questionnaire asked the students to indicate whether the faculty in their program seem to be more or less supportive of and receptive to males than females, and white than ethnic minority students. The response categories are: 1= Much more; 2= More; 3= Neither more nor less; 4= Less; 5= Much less (and 0= Don't know).

The faculty affiliated with the Women's Studies Program were seen as somewhat less receptive to and supportive of male than female students (M.M. 0-0/56/31-13% M.L.), but were regarded as equally acceptant of white and ethnic minority students (0-18/82/0-0%).* Discrimination against certain classes of students is difficult to know about, of course, if one is not a recipient of it or a witness to it in some fairly overt form (and, perhaps accordingly, four and three respondents, respectively, marked "Don't know"). There are several possible reasons for the perception by some students that (some of) the faculty affiliated with Women's Studies seem more supportive of and receptive to women than men students.** Since some of the subject matter of the major involves intellectual analyses of the various forms of overt and subtle discrimination against women in U.S. society, some majors in Women's Studies may construe the teaching or teachers as being less supportive of male students. Also, the students' perceptions may reflect more of an anger against, or need from refuge from oppression by prejudicial cultural mores, the shortage of women faculty at UCB, or other masculine-traditional aspects of the educational process here (c.f., the items on competition, total satisfaction while at UCB, and some of the open-ended comments--pages 15, 34, and Appendix B). Moreover, since there is a need to nurture much-needed coverages and a program in women's studies into being, some faculty affiliated with the Program may "bend over backwards" to be supportive of Women's Studies majors, and some students may perceive such efforts as favoring them. The general faculty habit of being more responsive to majors from their own department (or program of concern) would add to this appearance since, in this case, the students are all women (except for majors from the home department of the affiliated faculty members).

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*Respondents from group major programs were asked when making their ratings to include coursework/faculty insofar as they were required (i.e., not to limit their ratings to the few courses typically offered by the program itself).

**Although the responses to the male/female question produced a mean of 3.56 and a confidence interval of + 0.36 (excluding the "Don't know"s), only seven persons gave responses in the "less" direction, such that a few misperceptions or misconstruals could have a fairly substantial impact on the results.

Faculty Receptivity to Males, Females, Minorities, Whites

Item: Generally speaking, faculty in this program seem to be _____ supportive of and receptive to male than female students. [Q. 39A, fill-in.]

Wmn'sS 3.56 ± 0.36 (16)

Prog.	Mean	95% Conf.	N							
DevStd	2.36	± 0.21	(14)**	SocWel	2.93	± 0.14	(29)	FldMaj	3.00	± 0.14 (21)
PolSci	2.88	0.23	(33)	Econ	2.94	0.27	(33)	Psych	3.00	0.16 (32)
Anthro	2.90	0.16	(29)	PENR	2.94	0.12	(18)**	Ling	3.08	0.20 (26)**
BusAd	2.92	0.14	(37)	Geog	3.00	0.08	(36)	Sociol	3.09	0.21 (35)

TOTALS — Social Science-related Programs

2% Much More		84% Neither		1% Much Less
6% More		More Nor Less		6% Less

Mean: 2.99 ± 0.05 (391) F-probability = .1869*

CNR	3.13	± 0.18	(22)**		
PEIS	3.23	0.24	(26)		

Item: Generally speaking, faculty in this program seem to be _____ supportive of and receptive to white than ethnic minority students. [Q. 39B, fill-in.]

Wmn'sS 2.82 ± 0.19 (17)

Prog.	Mean	95% Conf.	N							
Econ	2.72	± 0.29	(29)**	Geog	2.87	± 0.24	(23)**	FldMaj	2.95	± 0.11 (19)**
PolSci	2.78	0.20	(27)**	Sociol	2.88	0.20	(32)	DevStd	3.00	0.00 (12)**
SocWel	2.81	0.16	(26)**	CNR	2.90	0.14	(20)**	Ling	3.00	0.12 (24)**
PEIS	2.82	0.22	(22)**	Psych	2.93	0.20	(29)**	BusAd	3.03	0.22 (34)

TOTALS — Social Science-related Programs

2% Much More		81% Neither		1% Much Less
11% More		More Nor Less		2% Less

Mean: 2.90 ± 0.06 (334)** F-probability = .4176*

Anthro	3.03	± 0.32	(22)**		
PENR	3.07	0.14	(15)**		

COMPETITION, TESTING, GRADING, WORKLOAD, AND STUDENT PERFORMANCE

Item: I study and learn best in an environment with competition at a level such as we have here at Berkeley. [Q. 32.]

Wmn'sS 2.30 ± 0.67 (20)

Prog.	Mean	95% Conf.	N							
CNR	2.19	± 0.46	(32)	Psych	2.49	± 0.41	(39)	PEIS	2.72	± 0.46 (29)
DevStd	2.32	0.59	(22)	PolSci	2.66	0.38	(35)	Econ	2.74	0.44 (38)
SocWel	2.41	0.39	(34)	*HltS77	2.68	0.12	(421)	Anthro	2.88	0.45 (33)
Sociol	2.48	0.35	(40)	FldMaj	2.70	0.31	(23)	*SHum77	2.90	0.17 (253)

TOTALS — Social Science-related Programs

21% Str. Disagree			9% Str. Agree
24% Disagree	21% In Between		24% Agree

Mean: 2.73 ± 0.12 (458) F-probability = .0002*

PENR	2.96	± 0.66	(23)		
Ling	2.97	0.43	(37)		
Geog	3.31	0.44	(36)		
BusAd	3.53	0.37	(38)		

Item: I have been impressed by the caliber or motivation of the other students in this major. [Q. 62.]

Wmn'sS 4.60 ± 0.30 (20)

Prog.	Mean	95% Conf.	N							
SocWel	2.88	± 0.31	(34)	PolSci	3.36	± 0.37	(36)	PENR	3.57	± 0.53 (21)
Sociol	2.90	0.33	(40)	Ling	3.45	0.36	(38)	Psych	3.58	0.36 (40)
Econ	3.00	0.34	(40)	PEIS	3.48	0.33	(29)	*HltS77	3.63	0.10 (414)
*SHum77	3.29	0.15	(263)	Anthro	3.50	0.36	(34)	FldMaj	3.84	0.33 (25)

TOTALS — Social Science-related Programs

5% Str. Disagree			20% Str. Agree
13% Disagree	26% In Between		36% Agree

Mean: 3.55 ± 0.10 (466) F-probability = .0000*

Geog	3.92	± 0.32	(38)		
CNR	4.03	0.35	(31)		
BusAd	4.25	0.28	(40)		
DevStd	4.55	0.32	(20)		

Item: Faculty in my program clearly state at the outset what the courses will cover and what students need to know or do to get an "A." [Q. 29.]

Wmn'sS 3.06 ± 0.55 (16)

Prog.	Mean	95% Conf.	N							
PEIS	2.50	± 0.32	(30)	PolSci	2.81	± 0.32	(37)	*HltS77	2.95	± 0.10 (421)
Sociol	2.69	0.33	(39)	Ling	2.84	0.37	(38)	Geog	3.18	0.32 (39)
*SHum77	2.70	0.13	(266)	Econ	2.87	0.37	(38)	CNR	3.21	0.39 (28)
DevStd	2.75	0.43	(20)	SocWel	2.92	0.38	(36)	Anthro	3.23	0.33 (35)

TOTALS — Social Science-related Programs

8% Str. Disagree			5% Str. Agree
22% Disagree	35% In Between		30% Agree

Mean: 3.01 ± 0.09 (473) F-probability = .0073*

PENR	3.23	± 0.33	(26)		
BusAd	3.24	0.32	(41)		
FldMaj	3.27	0.37	(26)		
Psych	3.30	0.30	(40)		

*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. [The metric, "Much More" to "Much Less" is also treated as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Summary: Faculty Receptivity and Support

Women's Studies respondents definitely perceived their faculty as being interested in and concerned about undergraduates. Faculty-student communication is very open and fairly extensive. The majors had a regular faculty advisor, or otherwise know a faculty member affiliated with the Program, to whom they comfortably can go at any time. Almost all of the majors are very sure of their ability to get at least one good letter of recommendation from Program faculty (an outstanding performance here). Program faculty are seen as receptive to student input on class structure and content. The faculty affiliated with the Program were seen as less receptive to and supportive of male than female students, but were regarded as equally acceptant to white and ethnic minority students.

COMPETITION, TESTING, GRADING, WORKLOAD AND STUDENT GPA

COMPETITION AND TESTING (Data Tables 7-8)

The UMPEQ included items about competition and student learning style, the clarity with which testing-related (learning) goals are specified, and the accuracy of the testing.

Competition and Student Learning. A large majority of the Women's Studies respondents disagreed (S.D. 65/10/25% S.A.) that they studied and learned best in an environment with competition at a level such as they encounter at UCB. These views placed the students toward that end of the spectrum (second-ranked) of the Social Science-related programs where academic competition was seen as least valuable.

Testing. Although clarity early on about course coverage and workload and quality expectations by faculty (i.e., the establishment of workload and/or "absolute" standards) is one way to reduce competition, only a (rather typical) plurality of the Women's Studies majors agreed (S.D. 37/19/44% S.A.) that their faculty clearly state at the outset what courses will cover and what students need to know or do to get an "A" grade. However, an overwhelming majority of the Women's Studies students agreed (6/13/81%) that tests given by faculty in the program were fairly accurate measures of their knowledge of the material. In this instance, Women's Studies was rated significantly above five of the 14 other Social Science-related programs and ranked first of the 15.

GRADING, WORKLOAD AND GPA (Data Tables 7-8)

This section focuses on student ratings of the rigor of grading, the workload per unit of credit, and the caliber ormmotivation of peers in the same program. Also considered are student reports of their Grade-Point-Average (GPA) at UCB.

Grading Rigor. A large majority of the Women's Studies respondents agreed (S.D. 6/28/67% S.A.) that grading in their program is more rigorous than in most--that it is very hard to get an "A" grade. This response ranked highest among the 15 Social Science-related programs and was significantly above three of the other 14 (though similarly high responses were typical of students in the health-related science programs and in the engineering and physical sciences realm).

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories, ranging from "Strongly Disagree" (S.D.) plus "Disagree" [slash], through "In Between" [slash], to "Agree" plus "Strongly Agree" (S.A.). On occasion, all five percentages are given, with the slashes located as indicated in the foregoing sentence.

Item: Tests given by faculty in most of my courses in this program have measured fairly accurately my knowledge of the material. [Q. 28.] [1977 wording: "In most of my courses" follows the word "material".]

Wmn'sS 4.06 ± 0.42 (16)

Prog.	Mean	95% Conf.	N							
Psych	3.05	± 0.35	(41)	SocWel	3.33	± 0.31	(36)	Ling	3.41	± 0.38 (41)
Econ	3.23	0.35	(39)	PolSci	3.35	0.26	(37)	CNR	3.45	0.33 (31)
Sociol	3.26	0.28	(42)	*HltS77	3.36	0.10	(419)	BusAd	3.46	0.29 (41)
PEIS	3.32	0.36	(31)	DevStd	3.39	0.45	(23)	Geog	3.48	0.26 (40)

*SHum77	3.50	± 0.12	(259)
PENR	3.65	0.32	(26)
FldMaj	3.67	0.47	(27)
Anthro	3.80	0.25	(35)

TOTALS — Social Science-related Programs

5% Str. Disagree, 13% Disagree, 26% In Between, 49% Agree, 7% Str. Agree

Mean: 3.40 ± 0.09 (490) F-probability = .1495*

Item: Grading in this program is more rigorous than in most—it is very hard to get an "A." [Q. 27.]

Wmn'sS 3.89 ± 0.42 (18)

Prog.	Mean	95% Conf.	N							
CNR	2.64	± 0.32	(28)	Ling	3.16	± 0.39	(37)	Psych	3.38	± 0.30 (40)
Anthro	2.91	0.31	(33)	Geog	3.24	0.36	(38)	SocWel	3.44	0.33 (36)
DevStd	2.95	0.47	(19)	PENR	3.28	0.45	(25)	PEIS	3.48	0.39 (29)
Sociol	3.12	0.37	(41)	Econ	3.31	0.30	(39)	FldMaj	3.50	0.38 (26)

*SHum77	3.52	± 0.12	(271)
PolSci	3.57	0.34	(35)
BusAd	3.61	0.34	(41)
*HltS77	3.78	0.09	(411)

TOTALS — Social Science-related Programs

3% Str. Disagree, 22% Disagree, 34% In Between, 28% Agree, 13% Str. Agree

Mean: 3.27 ± 0.09 (467) F-probability = .0060*

Item: Compared to work in other programs, the students in this program must do a lot of work for the number of units (credit) awarded. [Q. 53.]

Wmn'sS 3.89 ± 0.59 (18)

Prog.	Mean	95% Conf.	N							
Sociol	2.58	± 0.33	(38)	Anthro	2.79	± 0.36	(29)	Ling	2.97	± 0.33 (38)
Psych	2.62	0.28	(37)	PolSci	2.79	0.32	(34)	DevStd	3.05	0.52 (19)
Geog	2.67	0.30	(36)	PEIS	2.81	0.30	(26)	PENR	3.14	0.39 (21)
SocWel	2.76	0.37	(33)	CNR	2.93	0.33	(28)	Econ	3.23	0.34 (40)

FldMaj	3.36	± 0.48	(22)
BusAd	3.41	0.31	(41)
*SHum77	3.45	0.14	(260)
*HltS77	3.99	0.10	(417)

TOTALS — Social Science-related Programs

5% Str. Disagree, 30% Disagree, 42% In Between, 16% Agree, 9% Str. Agree

Mean: 2.93 ± 0.09 (442) F-probability = .0012*

Item: Thus far, what is your Grade Point Average for all courses you have completed at Berkeley?

Wmn'sS 3.48 ± 0.20 (20)

Prog.	Mean	95% Conf.	N							
PEIS	2.87	± 0.16	(30)	Sociol	3.07	± 0.15	(41)	DevStd	3.20	± 0.19 (22)
PENR	2.97	0.21	(23)	Psych	3.16	0.15	(39)	PolSci	3.22	0.14 (35)
SocWel	3.01	0.17	(33)	CNR	3.18	0.18	(32)	Ling	3.23	0.17 (39)
FldMaj	3.04	0.16	(25)	Geog	3.19	0.15	(39)	BusAd	3.32	0.12 (41)

Anthro	3.33	± 0.14	(36)
Econ	3.34	0.13	(40)

TOTALS — Social Science-related Programs

Mean: 3.17 ± 0.04 (475) F-probability = .0001*

PROVISION OF INFORMATION TO STUDENTS

Item: The program provides a good general orientation for students new to the major. [Q. 20.]

Wmn'sS 3.77 ± 0.68 (17)

Prog.	Mean	95% Conf.	N							
Econ	2.34	± 0.36	(38)	Sociol	2.86	± 0.41	(36)	Psych	3.28	± 0.29 (39)
Anthro	2.71	0.48	(31)	*HltS77	2.92	0.11	(401)	BusAd	3.37	0.34 (38)
*SHum77	2.82	0.15	(239)	PolSci	2.94	0.39	(34)	PEIS	3.52	0.39 (29)
Ling	2.85	0.36	(40)	SocWel	3.21	0.37	(33)	PENR	3.52	0.39 (23)

FldMaj	3.71	± 0.44	(24)
Geog	3.75	0.37	(36)
DevStd	3.96	0.50	(23)
CNR	4.33	0.28	(33)

TOTALS — Social Science-related Programs

9% Str. Disagree, 20% Disagree, 19% In Between, 40% Agree, 12% Str. Agree

Mean: 3.27 ± 0.11 (457) F-probability = .0000*

Item: The program's system of information and advising (faculty, secretaries, catalogs, etc.) makes it easy for me to choose courses, professors, and to understand how best to meet my academic needs. [Q. 19.]

Wmn'sS 4.00 ± 0.55 (20)

Prog.	Mean	95% Conf.	N							
Econ	2.30	± 0.39	(38)	Psych	3.00	± 0.38	(39)	*HltS77	3.27	± 0.11 (426)
PolSci	2.84	0.36	(37)	Sociol	3.03	0.38	(40)	BusAd	3.38	0.37 (40)
Anthro	2.88	0.43	(33)	SocWel	3.08	0.34	(36)	Geog	3.67	0.36 (39)
Ling	2.93	0.39	(40)	*SHum77	3.19	0.14	(290)	PEIS	3.81	0.38 (31)

PENR	3.85	± 0.36	(26)
CNR	3.88	0.41	(33)
DevStd	4.17	0.50	(23)
FldMaj	4.22	0.43	(27)

TOTALS — Social Science-related Programs

10% Str. Disagree, 16% Disagree, 24% In Between, 32% Agree, 18% Str. Agree

Mean: 3.31 ± 0.11 (482) F-probability = .0000*

*The F-tests are based on the original metrics (e.g., the 1-5 "Strongly Disagree" to "Strongly Agree", or GPA in its numerical form) and exclude the 1977 samples ("HltS77" and "SHum77").

Workload. A very large majority of the respondents agreed (S.D. 11/17/72% S.A.) that, compared to work in other programs, the students in Women's Studies must do a lot of work for the number of units awarded. This rating placed Women's Studies above all 14 other Social Science-related programs and was significantly higher than eight of them. The mean Women's Studies rating was 3.89 (which was typical of programs in the health-related sciences but still below that for engineering and the physical sciences),* while for the other Social Science-related programs the range was from 2.58 to 3.41.**

Student Caliber/Motivation. An overwhelming majority of the students in Women's Studies agreed (S.D. 0-0/10/20-70% S.A.) that they have been impressed by the caliber or motivation of the other students in the major. This response was ranked highest among the 15 Social Science-related programs (with one close competitor) and the mean rating was significantly above 11 of the other 14.

GPA. The mean GPA earned by Women's Studies respondents, for all courses completed at UCB, was 3.48. Women's Studies was ranked first among the Social Science-related programs in this regard, with the mean GPA being significantly above that found in nine of the 14 other programs.

Summary: Competition, Testing, Grading, Workload and Student GPA

Most of the Women's Studies respondents indicated that they do not study and learn best at a level of competition such as is found at UCB. But faculty in the

*Since the wording of the items about workload and grading rigor ask students to use a comparative approach in making their ratings, the results would seem to be somewhat incongruous (almost all ratings are high, as occurs also in student evaluations of faculty teaching). However, there are some likely explanatory factors. For example, nonmajors often take upper (and lower) division service courses in other departments, and these courses may be more general and less demanding than courses for the major in those same departments, particularly when taken later in the student's college career. The students' judgments also surely overweight the larger classes on campus, since experience in these classes would be the most common reference point.

**Unfortunately, in using the same ARU questionnaire for Women's Studies that was employed in the evaluation of the Social Science-related programs in Spring 1979, I neglected to update the references to Fall 1978 in the items about the number of hours of study per week and number of units taken (UMPEQ #s 13, 15). In the Social Sciences Report, the response to the former item is divided by the latter to obtain a second report of student workload ("hours per unit per week of study outside of class and lab"). These data for Women's Studies, however, may be especially tenuous because: 1) if it was answered as worded, the recall is for 1 1/2 years prior to the survey response; 2) some of the responses may apply to UCB coursework prior to entry into the major or to coursework at other institutions (e.g., 35% of the Women's Studies respondents were juniors and 25% had been at UCB for 3 or fewer quarters); and 3) an updated response by a student (i.e., to Fall 1979) would have to have been made on both questions to obtain valid data.

Since the item about the number of hours of study outside of class and lab also needed somewhat further clarification (see below) and applies to coursework within the major as well as outside of it, the meaning of the data from Women's Studies is all the more tenuous. A number of the qualifications concerning these data are suggested by the clarifying wording in the 1980 survey of Engineering and Physical Sciences students: "(Please include time spent in serious discussions about course material and study sessions with peers; writing and reading for papers and reports; doing problem sets; overtime spent in lab; etc.)." (See also pages 28-29 of the Social Sciences Report.)

In any case, the 17 responses from Women's Studies students produced a mean of 1.35 "hours of study per unit per week outside of class and lab"--which was very nearly at the average of 1.26 for the Social Sciences-related Sample.

Item: The faculty and program provide enough information about graduate and professional school programs to which I might want to apply. [Q. 18.]

Wmn'sS 3.30 ± 0.52 (20)

Prog.	Mean	95% Conf.	N							
Sociol	2.35	± 0.41	(34)	Anthro	2.77	± 0.47	(31)	*HltS77	3.03	± 0.10(390)
PEIS	2.52	0.36	(25)	*SHum77	2.83	0.15(235)		PENR	3.10	0.59 (20)
PolSci	2.64	0.44	(33)	Ling	2.83	0.41	(30)**	Geog	3.12	0.35 (34)
Econ	2.68	0.37	(38)	Psych	3.03	0.38	(38)	SocWel	3.24	0.41 (34)

TOTALS — Social Science-related Programs							
12% Str. Disagree						9% Str. Agree	
25% Disagree			27% In Between			27% Agree	
Mean: 2.96 ± 0.11 (422)			F-probability = .0002*				
BusAd	3.24	± 0.35	(37)				
CNR	3.27	0.35	(26)				
FldMaj	3.32	0.32	(22)				
DevStd	3.75	0.32	(20)				

Item: The faculty and program provide enough information about career opportunities for students with a Bachelor's degree in this major. [Q. 17.]

Wmn'sS 3.37 ± 0.50 (19)

Prog.	Mean	95% Conf.	N							
Sociol	1.97	± 0.34	(33)	Psych	2.29	± 0.33	(38)	Anthro	2.63	± 0.43 (32)
Econ	2.05	0.31	(38)	PEIS	2.34	0.34	(29)	Geog	2.70	0.35 (37)
*SHum77	2.18	0.15(233)		Ling	2.36	0.39	(36)	SocWel	2.94	0.37 (35)
PolSci	2.28	0.44	(32)	*HltS77	2.53	0.11(396)		DevStd	2.95	0.49 (20)

TOTALS — Social Science-related Programs							
19% Str. Disagree						6% Str. Agree	
28% Disagree			24% In Between			23% Agree	
Mean: 2.69 ± 0.11 (441)			F-probability = .0000*				
FldMaj	3.06	± 0.67	(17)**				
PENR	3.09	0.47	(22)				
CNR	3.44	0.40	(32)				
BusAd	3.90	0.32	(40)				

Item: The program's office staff are generally quite helpful. [Q. 61.]

Wmn'sS 2.90 ± 0.65 (20)

Prog.	Mean	95% Conf.	N							
Econ	3.59	± 0.38	(39)	Sociol	3.70	± 0.33	(40)	PENR	3.96	± 0.40 (23)
BusAd	3.63	0.38	(40)	SocWel	3.86	0.27	(35)	Psych	3.98	0.29 (40)
PolSci	3.63	0.39	(35)	*HltS77	3.91	0.10(416)		Ling	4.19	0.27 (37)
Anthro	3.65	0.36	(34)	*SHum77	3.95	0.13(269)		PEIS	4.41	0.28 (29)

TOTALS — Social Science-related Programs							
4% Str. Disagree						36% Str. Agree	
4% Disagree			15% In Between			42% Agree	
Mean: 4.02 ± 0.09 (472)			F-probability = .0000*				
FldMaj	4.42	± 0.28	(26)				
Geog	4.53	0.28	(38)				
CNR	4.53	0.22	(32)				
DevStd	4.79	0.21	(24)				

AFFIRMATIVE ACTION

Faculty Affirmative Action

Item: There are enough women faculty in this program. [Q. 35.]

Wmn'sS 4.06 ± 0.78 (17)

Prog.	Mean	95% Conf.	N							
PolSci	1.88	± 0.37	(33)	BusAd	2.21	± 0.45	(34)	PENR	2.58	± 0.69 (19)**
Geog	1.94	0.38	(32)	FldMaj	2.21	0.65	(19)**	Anthro	2.59	0.43 (29)
DevStd	2.05	0.47	(21)	Psych	2.39	0.36	(38)	Econ	2.59	0.46 (34)
Sociol	2.13	0.30	(39)	*SHum77	2.57	0.17(251)		*HltS77	2.67	0.14(360)

TOTALS — Social Science-related Programs							
27% Str. Disagree						6% Str. Agree	
32% Disagree			16% In Between			19% Agree	
Mean: 2.44 ± 0.12 (404)			F-probability = .0000*				
PEIS	2.74	± 0.57	(23)**				
SocWel	2.75	0.46	(28)				
Ling	3.10	0.49	(31)				
CNR	3.25	0.55	(24)**				

Item: There are enough ethnic minority faculty in this program. [Q. 36.]

Wmn'sS 2.00 ± 0.57 (18)

Prog.	Mean	95% Conf.	N							
PolSci	1.94	± 0.35	(32)	FldMaj	2.11	± 0.61	(18)**	*SHum77	2.23	± 0.17 (219)
Psych	1.95	0.36	(37)	CNR	2.12	0.45	(25)**	SocWel	2.35	0.53 (23)**
Ling	2.04	0.47	(27)**	Sociol	2.16	0.32	(38)	*HltS77	2.37	0.13(331)
Geog	2.10	0.44	(29)**	Anthro	2.17	0.39	(30)	Econ	2.42	0.46 (31)

TOTALS — Social Science-related Programs							
31% Str. Disagree						7% Str. Agree	
31% Disagree			17% In Between			13% Agree	
Mean: 2.36 ± 0.13 (382)			F-probability = .0000*				
PEIS	2.79	± 0.63	(19)**				
PENR	2.95	0.63	(19)**				
BusAd	3.03	0.37	(32)				
DevStd	3.64	0.30	(22)				

*The F-tests are based on the original metric, i.e., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

Program are only of average and adequate clarity about what courses will cover and what students will need to know or do to get an "A" grade. However, tests given in courses are regarded as rather accurate measures of students' knowledge of the material taught. Grading in the Program's courses is seen as rigorous, workload per unit is judged to be high, and the caliber or motivation of the majors' peers seemed very impressive. But the Women's Studies majors clearly seemed up to the challenges--their overall GPA at UCB is as high as any yet observed (3.48).

PROVISION OF INFORMATION TO STUDENTS

ORIENTATION, SUFFICIENCY OF INFORMATION, OFFICE STAFF (Data Tables 8-9)

This section focuses on the adequacy of information provided to students--via orientation for students new to the program, office staff, and whatever systems are used to convey information about courses and professors, graduate and professional schools, and career possibilities. The items considered under "Faculty Receptivity and Support" (pages 11-13) shed further light on these advising-related topics.

Office Staff. A program's office staff is often a key first point of contact for the student. One significant weakness in the Women's Studies office, perhaps contributing to less-than-stellar performance ratings in some aspects of orientation and the provision of information, was the staff employed at the time of the survey of majors (i.e., to Spring 1980). The respondents were evenly divided (S.D. 25-20/10/30-15% S.A.)* as to whether the office staff are "generally quite helpful." Of the 50 programs thus far evaluated with ARU surveys of students, this response ranked the lowest of all and the mean rating was significantly lower than that for the staff in nine of the 14 other Social Science-related programs.

Orientation and Information about Courses and Professors. A very large majority of the Women's Studies respondents agreed (S.D. 23/6/71% S.A.) that the Program provides a good general orientation for students new to the major. A large majority also agreed (S.D. 0-20/15/10-55% S.A.) that the Program's system of information and advising makes it easy for them to choose courses and professors and to understand how best to meet their academic needs. In these two areas, the Women's Studies Program was third-highest ranked, rating significantly above half of the 14 other Social Science-related programs in professor-and-course advising (a particularly important component in a flexible program), but clearly above only one other program in the quality of its orientation.

Information about Graduate/Professional Schools, and Careers. Information about graduate and professional schools which the students might wish to attend was regarded as sufficient by a plurality of the respondents (S.D. 0-35/20/25-20% S.A.). The response was of roughly similar strength as regards the Women's Studies Program's system of providing information about career opportunities for students with a bachelor's degree, with a majority viewing the information as sufficient, but few strongly so (S.D. 5-21/16/47-11% S.A.). On both items, Women's Studies ranked third among the 15 Social Science-related programs, with the mean ratings significantly better than one, and six, other programs, respectively.

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories, ranging from "Strongly Disagree" (S.D.) plus "Disagree" [slash], through "In Between" [slash], to "Agree" plus "Strongly Agree" (S.A.). On occasion, all five percentages are given, with the slashes located as indicated in the foregoing sentence.

SUMMARY OF SAMPLES

Full Title of Program	Program Abbv.	Net Resp. Rate*	Respondents: Total Number	Respondents: Usable Number	Apparent Representativeness**
Women's Studies	Wmn'sS	60.1%	20	20	Transdept. Program** ←
Anthropology	Anthro	54.3%	38	36	No known bias
Business Administration	BusAd	57.5	42	41	No known bias
Conservation of Natural Resources	CNR	56.3	40	34	Transdept. Program**
Development Studies	DevStd	49.0	24	24	Transdept. Program; Sex**
Economics	Econ	58.0	40	40	No known bias
Geography	Geog	56.3	40	40	No known bias
Linguistics	Ling	69.2	45	41	No known bias
Political Economy of Industrial Societies	PEIS	44.4	32	31	Transdept. Program; Residence**
Political Economy of Natural Resources	PENR	42.3	30	26	Transdept. Program**
Political Science	PolSci	53.5	38	37	No known bias
Psychology	Psych	58.9	43	41	No known bias
Social Science Field Major	FldMaj	43.7	31	27	Transdept. Program**
Social Welfare	SocWel	50.7	36	36	Transdept. Program**
Sociology	Sociol	61.4	43	42	No known bias
SUBTOTAL, Social Science-related Programs		54.1%	522	496	No known bias**
Health-related Sciences (1977)	*HltS77	59%		438	No known bias
Selected Humanities (1977)	*SHum77	59%		284	Selected programs & sample sizes*

*The "net" response rate is calculated after excluding the students who moved and left no forwarding address (i.e., such that their questionnaire never reached them). For more detail on sample sizes and response rates, see Appendix A, pages 1-2. For more information on the "HltS77" and "SHum77" samples, see Appendix A, page 11.

**Regarding the "Transdepartmental Programs," see the previous page and also Appendix A, pages 6-7. The possible sex and residence biases appear to have little or no effect on the evaluation (see Appendix A, page 6). There appears to be no bias of any consequence when one considers the entire sample of Social Science-related Programs, but see the qualification noted on page 2 and in Appendix A (pages 12-13). For Women's Studies Review: See Appendix A, page 1, and tables thereafter; otherwise, consult the Social Sciences Report, as indicated above.

SUMMARY OF SAMPLES TABLE

Summary: Provision of Information to Students

The Women's Studies Program provides a good general orientation for students new to the major. The advising/information system (faculty, secretaries, catalogs, etc.) makes it pretty easy for students to choose courses and professors and to decide how best to meet their academic needs. The Program is rated as adequate to good as a provider of enough information about graduate and professional schools, and about career opportunities for students with a B.A. The respondents were evenly divided in Spring 1980 as to whether the office staff are generally quite helpful, and this is the lowest rating found in the 50 programs thus far evaluated by the ARU.

AFFIRMATIVE ACTION

Crossreferences. See also "Faculty Receptivity to/Support of Male and Female, and White and Ethnic Minority Students" (page 13).

FACULTY AFFIRMATIVE ACTION (Data Tables 9)

The two UMPEQ items about faculty affirmative action focused simply on whether the students felt there were enough women, and ethnic minority, faculty.

There was a very large majority of Women's Studies respondents agreeing (S.D. 18-6/0/6-71% S.A.)*that there are enough women faculty in the Program, with disagreement presumably stemming from a campuswide perspective rather than an intra-program view. Women's Studies ranked first in the sufficiency of the number of women faculty, with ratings significantly above 10 of the 14 other Social Science-related programs. The mean rating for Women's Studies was 4.06, whereas for the second-ranked program it was 3.25.

The item about the sufficiency of ethnic minority faculty representation in the student's program produced a pattern of disagreement in most of the Social Science-related programs, and this time the response from Women's Studies majors was typical or even below average, with a very large majority of the respondents disagreeing (S.D. 78/6/17% S.A.).

PROPORTION OF WOMEN, ETHNIC MINORITY STUDENTS (Data Tables 10)

The proportion of women students in the Women's Studies Program, which was 100% on the list of majors provided for the ARU survey, was rated as "Very high" by 95% of the respondents and "About right" by 5%. Even though there seemed to be no more than a moderate shortage of women students in some of the Social Science-related programs, Women's Studies and Social Welfare were ranked and rated significantly above all 13 other programs in this regard. The proportion of ethnic minority students was seen as "Very low" (30%) and "Low" (60%) by an overwhelming majority of Women's Studies respondents; the Program ranked fairly low (along with most of the other Social Science-related programs where ethnic minority students were in short supply), with ratings significantly below four of the other 14.

Summary: Affirmative Action

Proportionately, there clearly are enough women faculty members in the Women's Studies Program (though this may not be true numerically). But there definitely are not enough ethnic minority faculty affiliated (or available). The

See footnote "", page 19.

Proportional Student Enrollments

Item: The proportion of women students in this program is: [Q. 64.] [1977 wording: "About Right" = "Just Right" for response alternative three.]

Wmn'sS 4.90 ± 0.21 (19)

Prog.	Mean	95% Conf.	N							
Econ	2.46	± 0.23	(35)	BusAd	2.82	± 0.21	(38)	CNR	3.17	± 0.25 (22)**
DevStd	2.67	0.34	(15)**	*HltS77	2.85	0.12	(353)	FldMaj	3.29	0.24 (17)**
PolSci	2.68	0.27	(34)	PEIS	2.85	0.44	(20)**	Sociol	3.55	0.24 (38)
PENR	2.75	0.34	(20)	Geog	2.97	0.27	(33)	Anthro	3.68	0.29 (31)

Ling	3.73	± 0.24	(33)							
Psych	3.74	0.24	(39)							
*SHum77	4.00	0.13	(244)							
SocWel	4.78	0.14	(36)							

TOTALS — Social Science-related Programs

3% Very Low				12% Very High
13% Low		49% About Right		23% High

Mean: 3.28 ± 0.09 (412) F-probability = .0000*

Item: The proportion of ethnic minority students in this program is: [Q. 65.] [1977 wording: "About right" = "Just Right" for response alternative three.]

Wmn'sS 1.85 ± 0.33 (20)

Prog.	Mean	95% Conf.	N							
CNR	1.50	± 0.22	(24)**	PolSci	1.94	± 0.28	(31)	Ling	2.30	± 0.44 (27)**
*SHum77	1.84	0.13	(221)	Econ	2.07	0.33	(28)**	Psych	2.30	0.29 (37)
Geog	1.87	0.26	(31)	Anthro	2.15	0.39	(27)**	PEIS	2.40	0.41 (20)**
PENR	1.95	0.37	(21)	FldMaj	2.27	0.44	(15)	Sociol	2.58	0.27 (36)

*HltS77	2.62	± 0.13	(320)**							
BusAd	2.69	0.39	(35)							
DevStd	3.19	0.39	(16)**							
SocWel	3.41	0.37	(34)							

TOTALS — Social Science-related Programs

21% Very Low				5% Very High
40% Low		26% About Right		7% High

Mean: 2.34 ± 0.10 (382) F-probability = .0000*

STUDENT PARTICIPATION

Trust of Faculty Decision-Making

Item: I trust the faculty to take student needs and views into account in their decision-making for the program. [Q. 58.]

Wmn'sS 3.35 ± 0.64 (20)

Prog.	Mean	95% Conf.	N							
Sociol	2.35	± 0.33	(40)	Econ	2.74	± 0.40	(38)	*HltS77	3.03	± 0.10 (413)
PolSci	2.47	0.39	(36)	Anthro	2.78	0.40	(36)	BusAd	3.05	0.31 (41)
SocWel	2.69	0.38	(36)	Ling	2.82	0.31	(39)	PENR	3.13	0.45 (24)
*SHum77	2.72	0.15	(261)	Psych	2.90	0.38	(40)	CNR	3.16	0.46 (31)

Geog	3.32	± 0.33	(38)							
FldMaj	3.38	0.46	(26)							
PEIS	3.43	0.37	(28)							
DevStd	3.74	0.62	(19)							

TOTALS — Social Science-related Programs

13% Str. Disagree				8% Str. Agree
23% Disagree		28% In Between		28% Agree

Mean: 2.94 ± 0.10 (472) F-probability = .0000*

Student Organizations

Item: The program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organizing and input. [Q. 57.] [1977 wording: ~~organising and input~~ organization.]

Wmn'sS 4.63 ± 0.43 (16)

Prog.	Mean	95% Conf.	N							
*HltS77	3.84	± 0.10	(377)	PENR	3.95	± 0.49	(20)	Psych	4.06	± 0.21 (36)
BusAd	3.86	0.39	(29)**	*SHum77	3.98	0.13	(243)	PolSci	4.06	0.34 (35)
Econ	3.89	0.33	(38)	Ling	4.03	0.30	(33)	SocWel	4.09	0.37 (34)
PEIS	3.92	0.41	(26)	FldMaj	4.04	0.36	(24)	Geog	4.13	0.30 (32)

Sociol	4.13	± 0.26	(38)							
Anthro	4.19	0.22	(27)**							
DevStd	4.41	0.41	(17)**							
CNR	4.59	0.27	(27)							

TOTALS — Social Science-related Programs

1% Str. Disagree				35% Str. Agree
4% Disagree		14% In Between		45% Agree

Mean: 4.08 ± 0.09 (416) F-probability = .2042*

Item: I have never been notified of a meeting of a general undergraduate organization in this program. [Q. 56.]

Wmn'sS 1.10 ± 0.14 (20)

Prog.	Mean	95% Conf.	N							
DevStd	1.17	± 0.16	(24)	BusAd	1.63	± 0.25	(40)	PEIS	2.23	± 0.39 (31)
CNR	1.28	0.19	(32)	Anthro	1.75	0.19	(36)	Ling	2.51	0.44 (41)
Geog	1.46	0.22	(39)	Econ	1.95	0.33	(40)	SocWel	2.59	0.46 (34)
Psych	1.61	0.22	(41)	FldMaj	2.11	0.48	(27)	*SHum77	2.64	0.13 (260)

PENR	2.74	± 0.57	(23)							
Sociol	2.78	0.47	(41)							
*HltS77	3.05	0.15	(411)							
PolSci	3.06	0.52	(38)							

TOTALS — Social Science-related Programs

39% Str. Disagree				7% Str. Agree
39% Disagree		6% In Between		10% Agree

Mean: 2.07 ± 0.11 (485) F-probability = .0000*

*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information. [The metric, "Very Low" to "Very High" is also created as indicated for the "Disagree" to "Agree" scale.]

**Percentage of "Don't Know or Not Applicable" and blank responses is 25% or more.

proportion of women students in the program is seen as very high, while the proportion of ethnic minority students is quite low.

STUDENT PARTICIPATION IN THE PROGRAM

FACULTY AND STUDENT SUPPORT FOR STUDENT PARTICIPATION (Data Tables 10-11)

This section deals primarily with the facilitation of student input in organized ways in the programs. The foci include: the extent of student support for an undergraduate organization and whether students have been notified of at least one general meeting of an undergraduate organization; and whether teaching evaluation forms were distributed in the programs' courses and the extent of student support for campuswide publication of teaching evaluations (through Primer, now SPECS). Another concern is the extent of student trust of faculty decision-making in/for the programs.

Trust of Faculty Decision-Making; Undergraduate Organizations. A bare majority of the Women's Studies respondents agreed (S.D. 30/20/50% S.A.)* that they trust the faculty to take student needs and views into account in their decision-making for the program. (This response was only marginally above average for the Social Sciences-related programs, but some respondents may have included concerns about the effects of decisions by faculty external to the Program.) Like students in the other Social Science-related programs, or possibly yet more strongly, the Women's Studies majors agreed (6/6/87%) that the Program should include undergraduates on most committees, provide an office, allow a quarterly mailing, etc., to facilitate undergraduate organizing and input. As a start in that direction, the Women's Studies students had to a woman (100%) been notified of at least one meeting of a general undergraduate organization in the Program. The effectiveness of this notice ranked Women's Studies first among the 15 programs, and this rating was significantly better than 11 of the 14 others.

Teaching Evaluation. There was unanimous agreement among the Women's Studies respondents that a form for student evaluation of teaching was distributed in each of the Program's classes in which they were enrolled in the previous quarter. Although there was overwhelming agreement (89%) with this proposition among respondents in the 14 other Social Science-related programs, the (surety of) distribution was rated as significantly better in Women's Studies courses than in seven of the other programs. Agreement (S.D. 0/12/88% S.A.) among Women's Studies respondents was also at least as strong as elsewhere that all faculty should occasionally use the Primer (now SPECS) questionnaire to evaluate their larger and required courses, so that students here will have access to published evaluations of faculty teaching.

Summary: Student Participation in the Program

A bare majority of the Women's Studies respondents trust that faculty will take student needs and views into account in decision-making for the Program. The majors were overwhelmingly supportive of a student organization and input, and had all been notified of at least one general meeting of their undergraduate

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories, ranging from "Strongly Disagree" (S.D.) plus "Disagree" [slash], through "In Between" [slash], to "Agree" plus "Strongly Agree" (S.A.). On occasion, all five percentages are given, with the slashes located as indicated in the foregoing sentence.

Teaching Evaluation

Item: At least one form for student evaluation of teaching was distributed last quarter in each of the program's courses in which I was enrolled. [Q. 59.]

TOTALS — Social Science-related Programs

4% Str. Disagree, 5% Disagree, 2% In Between, 28% Str. Agree, 51% Agree

Mean: 4.13 ± 0.09 (463) F-probability = .0001*

Wmn'sS 4.72 ± 0.21 (18)

Prog.	Mean	95% Conf.	N								
PolSci	3.59	± 0.46	(34)	Ling	3.89	± 0.38	(36)	CNR	4.13	± 0.42	(31)
Psych	3.75	0.36	(40)	PEIS	4.07	0.39	(29)	*HlthS77	4.23		(420)
*SHum77	3.81		(264)	Anthro	4.09	0.30	(33)	Geog	4.27	0.28	(37)
SocWel	3.88	0.39	(33)	Sociol	4.13	0.30	(40)	DevStd	4.27	0.34	(22)
FldMaj	4.36	± 0.20	(25)								
Econ	4.46	0.21	(39)								
PENR	4.52	0.26	(23)								
BusAd	4.56	0.26	(41)								

Item: All faculty should occasionally use the ASUC Primer questionnaire to evaluate their larger courses and those required for the major, so that students will have access to evaluations of faculty teaching. [Q. 60.]

TOTALS — Social Science-related Programs

1% Str. Disagree, 4% Disagree, 11% In Between, 39% Str. Agree, 42% Agree

Mean: 4.09 ± 0.09 (429) F-probability = .7063*

Wmn'sS 4.35 ± 0.33 (17)

Prog.	Mean	95% Conf.	N								
PEIS	3.68	± 0.53	(28)	FldMaj	4.00	± 0.39	(24)	Psych	4.12	± 0.32	(34)
Ling	3.91	0.41	(34)	Econ	4.05	0.34	(37)	PENR	4.14	0.42	(22)
*HlthS77	3.99	0.09	(409)	*SHum77	4.07	0.12	(236)	BusAd	4.15	0.35	(34)
Geog	4.00	0.35	(34)	Sociol	4.08	0.28	(39)	PolSci	4.16	0.40	(31)
Anthro	4.19	± 0.32	(31)								
SocWel	4.24	0.34	(33)								
DevStd	4.29	0.41	(21)								
CNR	4.30	0.26	(27)								

INFLUENCES ON STUDENTS' "OVERALL GROWTH AND LEARNING"*

The Instructional Process

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. A. The instructional process: classroom lectures, labs, class assignments (readings, homework, etc.), studying for exams, contact of all kinds with faculty, etc. [Q. 67A.]

TOTALS — Social Science-related Programs

4% Of Very Little Influ., 20% Somewhat Influential, 36% Highly Influential, 40% Moderately Influential

*Mean: *3.07 ± 0.08 (489) F-probability = .2944*

Wmn'sS 3.25 ± 0.34 (20)

Prog.	Mean	95% Conf.	N								
Psych	2.83	± 0.26	(40)	Sociol	3.00	± 0.28	(41)	DevStd	3.13	± 0.36	(24)
SocWel	2.83	0.29	(36)	CNR	3.03	0.27	(32)	Ling	3.13	0.32	(41)
PolSci	2.92	0.29	(37)	FldMaj	3.11	0.37	(27)	Econ	3.15	0.29	(40)
PEIS	2.97	0.35	(31)	BusAd	3.12	0.27	(41)	Geog	3.21	0.24	(38)
PENR	3.24	± 0.30	(25)								
Anthro	3.36	0.24	(36)								

Students' Own Intellectual Interests

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. B. Your own intellectual interests/pursuits (apart from any class assignments); your own choice of readings; etc. [Q. 67B.]

TOTALS — Social Science-related Programs

9% Of Very Little Influ., 24% Somewhat Influential, 33% Highly Influential, 34% Moderately Influential

*Mean: *2.92 ± 0.08 (490) F-probability = .0130*

Wmn'sS 3.50 ± 0.33 (20)

Prog.	Mean	95% Conf.	N								
BusAd	2.54	± 0.29	(41)	Geog	2.79	± 0.31	(38)	PolSci	3.03	± 0.30	(37)
SocWel	2.61	0.36	(36)	Sociol	2.83	0.32	(41)	DevStd	3.08	0.35	(24)
PEIS	2.77	0.32	(31)	Econ	2.90	0.33	(40)	Anthro	3.11	0.31	(36)
Psych	2.78	0.33	(40)	Ling	3.02	0.30	(41)	FldMaj	3.15	0.39	(27)
PENR	3.13	± 0.34	(26)								
CNR	3.28	0.23	(32)								

The Broader University and Community Environment

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. C. The broader University and community environment: campus and community activities of all kinds, artistic and cultural offerings, public lectures, rallies, local and ASUC politics, etc. [Q. 67C.]

TOTALS — Social Science-related Programs

24% Of Very Little Influ., 22% Somewhat Influential, 28% Highly Influential, 25% Moderately Influential

*Mean: *2.58 ± 0.10 (490) F-probability = .0250*

Wmn'sS 2.55 ± 0.48 (20)

Prog.	Mean	95% Conf.	N								
BusAd	2.17	± 0.35	(41)	PEIS	2.48	± 0.42	(31)	Geog	2.63	± 0.36	(38)
Psych	2.30	0.36	(40)	CNR	2.50	0.44	(32)	Ling	2.66	0.36	(41)
Econ	2.35	0.39	(40)	DevStd	2.58	0.45	(24)	SocWel	2.67	0.41	(36)
Anthro	2.47	0.37	(36)	Sociol	2.61	0.34	(41)	PENR	2.85	0.45	(26)
FldMaj	3.07	± 0.38	(27)								
PolSci	3.08	0.34	(37)								

*The F-tests are based on the original metric and exclude (where presented) the 1977 samples ("Hlth77" and "SHum77"). NOTE the 4-point scale for all of the influences variables (last three items on this page).

organization. Teaching evaluation forms were distributed systematically in virtually all, if not all, of the courses in the Program, and there was very strong student support for the occasional use by faculty of the SPECS (Primer) form.

INFLUENCES ON STUDENTS' "OVERALL GROWTH AND LEARNING"

Crossreferences. For more information on the influence/contribution of the instructional process, see also "Effects of Faculty and Coursework on Motivation" (page 9), "Remembering of Material Learned" (page 7), and "Overview of Program Contributions" (pages 29-33).

INFLUENCES ON STUDENTS (Data Tables 11-12)

The UMPEQ included items seeking a general assessment of the overall "value added" by the various factors having a potential to influence students in a college/university setting. Seven items were formulated to represent relatively discrete factors which, based on previous research,* would include almost all potentially important influences on students' lives. Responses can be viewed both intra- and inter-departmentally.

Please note that in this instance the UMPEQ employed a 4-point rating (fill-in) scale, as follows:

1= Of very little influence
2= Somewhat influential
3= Moderately influential
4= Highly influential

Influence by the Instructional Process and the Students' Own Intellectual Interests. Ranking slightly below four other possible sources of influence in the ratings by Women's Studies majors (i.e., intra-departmentally), but with an impact that was rated as high as (but not significantly different from) almost any of the 14 other Social Science-related programs, was the instructional process (including classroom teaching, assigned readings and homework, studying for exams, faculty contact, etc.). The Women's Studies response, on the scale shown above, was: V.Lit. 0-20-35-45% Highly.

The influence of their own intellectual interests, readings, etc. (apart from class assignments) was ranked among the four most potent sources for Women's Studies majors. Among the 15 Social Science-related programs, the influence of the students' own intellectual interests ranked as most important among Women's Studies majors, with ratings (V.Lit. 0-15-20-65% Highly) significantly above those given by students in six of the other programs.

Peers; Self-Discovery/Development; Other Personal Commitments and Involvements. Among the most potent sources of influence on the overall growth and learning of Women's Studies students were those in the personal and interpersonal realms. (The same relative prominence, albeit to a lesser extent, was found in the other Social Science-related programs.) In Women's Studies, each of the three items on influences of this type were rated as "Highly influential" by at least a majority of the respondents, with the strength of the rating being roughly equivalent to that given to the students' own intellectual interests.

*For example, see Koon, Jeff, Types, Traits and Transitions: The Lives of Four-Year College Students (Berkeley: Center for Research and Development in Higher Education, University of California, 1974).

The Social, Political, Economic and Human Situation

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. D. Developments and issues in the international, national or state arenas: the ongoing social, political, economic and human situation. [Q. 67D.]

TOTALS — Social Science-related Programs

14% Of Very Little Influ. 30% Highly Influential
24% Somewhat Influential 31% Moderately Influential
*Mean: *2.78 ± 0.09 (490) F-probability = .0000*

Wmn'sS 3.10 ± 0.42 (20)

Prog.	Mean	95% Conf.	N								
Ling	2.15	± 0.34	(41)	Geog	2.50	± 0.34	(38)	FldMaj	2.93	± 0.39	(27)
BusAd	2.32	0.35	(41)	SocWel	2.67	0.34	(36)	PolSci	3.14	0.32	(37)
Anthro	2.42	0.36	(36)	CNR	2.91	0.35	(32)	Sociol	3.17	0.27	(41)
Psych	2.48	0.30	(40)	Econ	2.93	0.30	(40)	PEIS	3.29	0.29	(31)

PENR 3.31 ± 0.32 (26)
DevStd 3.58 0.33 (24)

Peers, Self-discovery/development, Other Commitments and Involvements

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. E. Interaction with peers (other students, roommates, friends, lovers, etc.). [Q. 67E.]

TOTALS — Social Science-related Programs

8% Of Very Little Influ. 48% Highly Influential
15% Somewhat Influential 30% Moderately Influential
*Mean: *3.17 ± 0.08 (491) F-probability = .5988*

Wmn'sS 3.45 ± 0.30 (20)

Prog.	Mean	95% Conf.	N								
PENR	2.85	± 0.39	(26)	PEIS	3.06	± 0.38	(31)	Anthro	3.22	± 0.32	(36)
DevStd	2.92	0.45	(24)	Econ	3.18	0.30	(40)	FldMaj	3.22	0.37	(27)
Geog	3.02	0.29	(38)	Sociol	3.19	0.28	(42)	BusAd	3.24	0.29	(41)
PolSci	3.05	0.32	(37)	Ling	3.22	0.32	(41)	CNR	3.25	0.34	(32)

SocWel 3.33 ± 0.33 (36)
Psych 3.43 0.30 (40)

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. F. Your own special efforts at self-discovery or self-development (apart from those normally likely to occur through interaction with peers). [Q. 67F.]

TOTALS — Social Science-related Programs

8% Of Very Little Influ. 41% Highly Influential
20% Somewhat Influential 30% Moderately Influential
*Mean: *3.06 ± 0.09 (490) F-probability = .0212*

Wmn'sS 3.55 ± 0.39 (20)

Prog.	Mean	95% Conf.	N								
Geog	2.74	± 0.33	(38)	PolSci	2.97	± 0.35	(37)	Psych	3.20	± 0.33	(40)
PEIS	2.74	0.35	(31)	Sociol	3.07	0.28	(42)	Anthro	3.20	0.35	(35)
Econ	2.78	0.28	(40)	PENR	3.08	0.43	(26)	Ling	3.27	0.30	(41)
BusAd	2.78	0.31	(41)	SocWel	3.19	0.28	(36)	CNR	3.28	0.26	(32)

FldMaj 3.30 ± 0.34 (27)
DevStd 3.38 0.43 (24)

Item: Please rate the factors below as to their influence on your overall growth and learning while you have been attending college at Berkeley. G. Other personal commitments and involvements; for example, family matters, employment, a long-term leadership role or struggle with adversity, etc. [Q. 67G.]

TOTALS — Social Science-related Programs

11% Of Very Little Influ. 41% Highly Influential
20% Somewhat Influential 28% Moderately Influential
*Mean: *2.99 ± 0.09 (486) F-probability = .0255*

Wmn'sS 3.55 ± 0.36 (20)

Prog.	Mean	95% Conf.	N								
Ling	2.61	± 0.34	(41)	Anthro	2.94	± 0.38	(35)	PENR	3.04	± 0.44	(25)
BusAd	2.71	0.29	(41)	PEIS	2.97	0.43	(31)	PolSci	3.11	0.31	(36)
Econ	2.78	0.30	(40)	Psych	3.00	0.30	(39)	FldMaj	3.11	0.40	(27)
Geog	2.84	0.37	(37)	DevStd	3.00	0.50	(24)	CNR	3.16	0.36	(32)

Sociol 3.33 ± 0.29 (42)
SocWel 3.42 0.27 (36)

OVERVIEW OF DEPARTMENT/PROGRAM CONTRIBUTIONS

The Subject Matter

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Gaining a thorough understanding of the subject matter. [Q. 66F.]***

TOTALS — Social Science-related Programs

1% Very Low 20% Very High
7% Low 27% In Between 45% High
Mean: 3.75 ± 0.08 (485) F-probability = .0000*

Wmn'sS 4.60 ± 0.26 (20)

Prog.	Mean	95% Conf.	N								
Psych	3.27	± 0.30	(41)	PolSci	3.62	± 0.30	(37)	BusAd	3.93	± 0.24	(41)
Sociol	3.32	0.34	(41)	Ling	3.80	0.29	(41)	Anthro	3.94	0.29	(36)
SocWel	3.47	0.31	(34)	PEIS	3.81	0.32	(31)	FldMaj	4.00	0.28	(26)
Econ	3.58	0.28	(40)	PENR	3.85	0.34	(26)	DevStd	4.04	0.33	(23)

Geog 4.08 ± 0.28 (37)
CNR 4.13 0.23 (31)

*The F-tests are based on the original metric, e.g., 1= Very Low, 2= Low, 3= In Between, 4= High, 5= Very High. NOTE the 4-point scale for all of the influences variables (first four items on this page).

***See "Characteristics of the Student Population" for students' "Importance to You" ratings of this item.

The influence of peers (other students, roommates, friends, lovers, et al.) was rated as fairly potent (V.Lit. 0-10-35-55% Highly)* by the Women's Studies respondents. Since peers were the strongest of the seven influences on students in the Social Sciences Sample, the ratings by Women's Studies majors, though ranked highest, were not necessarily indicative of a significantly higher level of influence by peers when compared to students in the 14 other programs.

The influence of the students' own special efforts at self-discovery or self-development (apart from those normally occurring through interaction with peers) was also very important (V.Lit. 5-10-10-75% Highly) in the overall growth and learning by majors enrolled in Women's Studies. These ratings ranked Women's Studies students first, significantly above students in four of the 14 other Social Science-related programs.

The third influence in the personal-interpersonal realm, "other personal commitments and involvements" (e.g., family matters, employment, a long-term leadership role or struggle with adversity), was also important (V.Lit. 5-5-20-70% Highly) in the lives of Women's Studies majors. The influence of other personal commitments and involvements was also ranked higher for Women's Studies students than for those in the 14 other Social Science-related programs, and was significantly above three of the others.

Influences in the Broader Sociocultural Environment. The two items about influences in the broader sociocultural environment were ranked lower, one only modestly so, than the other five by Women's Studies students, and their responses were more typical of the Social Sciences Sample as a whole. The somewhat lower, though still fairly substantial influence for majors in Women's Studies and the other Social Science-related programs, was "developments and issues in the international, national or state arenas; the ongoing social, political, economic and human situation." Among Women's Studies students (who gave this item ratings significantly higher than did students in two of the 14 other programs), the pattern of response was: V.Lit. 10-10-40-40% Highly. For Women's Studies majors, the influence of the broader University and community environment (art, intellectual-cultural activities, politics, etc.) was, on the average, of some to moderate importance (V.Lit. 25-15-40-20% Highly), ranking well below the other six possible sources of influence and at a level very typical for students in the Social Sciences Sample.

Summary: Influences on Students' Overall Growth and Learning

While at UCB, the majors in Women's Studies were heavily involved with and/or influenced by practically all of the sources available to contribute to their "overall growth and learning." The instructional process was rated at (marginally above) average as an influence on these students (in comparison to ratings of students in the other social sciences). Of greater/est importance, and typically of somewhat more importance than to students in some of the other programs, were influences such as: (1) the students' own efforts at self-discovery or self-development; (2) other personal commitments and involvements (e.g., family, job, leadership roles, struggles with adversity); (3) peers (other students, roommates, friends, lovers, et al.); and, in the intellectual realm, the students' own interests and pursuits. As an influence, developments in the larger political arena or the human condition were also relatively important. The influence of the broader University and community environment was only of average magnitude, and much less potent in impact than the other six factors.

*The scale is: 1= Of very little influence; 2= Somewhat influential; 3= Moderately influential; 4= Highly influential.

"Liberal Arts" Educational Goals

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Providing training in critical thinking and analysis. [Q. 66D.]***

Prog.	Mean	95% Conf.	N
SocWel	3.53	± 0.29	(36)
BusAd	3.56	0.31	(41)
Psych	3.56	0.32	(41)
Sociol	3.58	0.35	(40)
*SHum77	3.58	± 0.14	(271)
*HltS77	3.59	0.09	(421)
PolSci	3.73	0.33	(37)
Geog	3.73	0.33	(37)
Econ	3.75	± 0.34	(40)
PEIS	3.77	0.40	(31)
Ling	3.80	0.33	(41)
Anthro	3.81	0.33	(36)
PENR	3.85	± 0.41	(26)
CNR	4.16	0.34	(31)
DevStd	4.17	0.41	(23)
FldMaj	4.44	0.25	(27)

Wmn'sS 4.45 ± 0.33 (20)

TOTALS — Social Science-related Programs

1% Very Low, 8% Low, 25% In Between, 27% Very High, 38% High

Mean: 3.78 ± 0.09 (487) F-probability = .0079*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Providing a broad, general, humanistic or person-centered education. [Q. 66C.]***

Prog.	Mean	95% Conf.	N
*HltS77	2.74	± 0.10	(399)
BusAd	2.82	0.34	(39)
Psych	2.98	0.40	(41)
Econ	3.00	0.39	(39)
PolSci	3.22	± 0.36	(37)
Ling	3.30	0.38	(40)
*SHum77	3.33	0.14	(267)
Sociol	3.63	0.33	(41)
PENR	3.77	± 0.29	(26)
PEIS	3.77	0.35	(31)
SocWel	3.86	0.25	(35)
Anthro	4.00	0.36	(36)
Geog	4.32	± 0.29	(38)
FldMaj	4.37	0.35	(27)
CNR	4.52	0.25	(31)
DevStd	4.73	0.20	(22)

Wmn'sS 4.65 ± 0.29 (20)

TOTALS — Social Science-related Programs

6% Very Low, 9% Low, 23% In Between, 26% Very High, 36% High

Mean: 3.66 ± 0.10 (483) F-probability = .0000*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Promoting social responsibility or developing skills useful in the community. [Q. 66E.]***

Prog.	Mean	95% Conf.	N
*SHum77	2.22	± 0.13	(222)
Ling	2.44	0.41	(32)
Econ	2.55	0.39	(38)
PolSci	2.58	0.37	(36)
*HltS77	2.59	± 0.11	(376)
Psych	2.65	0.31	(40)
Sociol	2.93	0.39	(41)
BusAd	2.95	0.30	(41)
Anthro	3.28	± 0.45	(32)
PEIS	3.50	0.31	(29)
Geog	3.53	0.38	(36)
SocWel	3.88	0.35	(33)
PENR	3.88	± 0.43	(25)
FldMaj	3.96	0.53	(25)
DevStd	4.25	0.45	(22)
CNR	4.31	0.31	(32)

Wmn'sS 4.15 ± 0.48 (20)

TOTALS — Social Science-related Programs

10% Very Low, 17% Low, 29% In Between, 18% Very High, 26% High

Mean: 3.25 ± 0.11 (459) F-probability = .0000*

Preparation for Advanced Training, and for Careers

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Preparation for graduate or professional school. [Q. 66B.]***

Prog.	Mean	95% Conf.	N
Sociol	3.05	± 0.32	(40)
SocWel	3.12	0.36	(34)
CNR	3.23	0.40	(26)
*SHum77	3.25	0.15	(254)
PolSci	3.25	± 0.37	(36)
Psych	3.30	0.32	(40)
Econ	3.39	0.30	(38)
PEIS	3.50	0.45	(28)
Ling	3.54	± 0.34	(37)
Anthro	3.55	0.49	(33)
FldMaj	3.56	0.36	(25)
PENR	3.60	0.46	(25)
*HltS77	3.61	± 0.10	(404)
Geog	3.61	0.33	(33)
BusAd	3.63	0.28	(38)
DevStd	3.64	0.32	(22)

Wmn'sS 3.84 ± 0.48 (19)

TOTALS — Social Science-related Programs

5% Very Low, 12% Low, 33% In Between, 13% Very High, 38% High

Mean: 3.41 ± 0.09 (455) F-probability = .2112*

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Program's contribution: Preparation for a career. [Q. 66A.]***

Prog.	Mean	95% Conf.	N
Sociol	2.40	± 0.35	(40)
*SHum77	2.44	0.14	(266)
Ling	2.53	0.37	(36)
Anthro	2.66	0.47	(32)
PolSci	2.89	± 0.34	(35)
Psych	2.90	0.30	(41)
Geog	2.97	0.27	(36)
Econ	3.00	0.32	(38)
PEIS	3.00	± 0.40	(30)
*HltS77	3.08	0.11	(406)
SocWel	3.15	0.30	(34)
DevStd	3.27	0.28	(22)
PENR	3.44	± 0.43	(25)
FldMaj	3.50	0.43	(24)
CNR	3.54	0.33	(29)
BusAd	4.10	0.28	(39)

Wmn'sS 3.45 ± 0.46 (20)

TOTALS — Social Science-related Programs

9% Very Low, 19% Low, 38% In Between, 9% Very High, 26% High

Mean: 3.07 ± 0.10 (460) F-probability = .0000*

*The F-tests are based on the original metric, i.e., 1= Very Low, 2= Low, 3= In Between, 4= High, 5= Very High, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). See "Characteristics of the Student Population" for more information.

***See "Characteristics of the Student Population" for students' "Importance to You" ratings of these same items.

OVERVIEW OF PROGRAM CONTRIBUTIONS

One section of the UMPEQ divided the principal goals of a college/university education into six components and asked the students to rate their program's contribution to each goal, and also to rate the importance to them of each goal. From these ratings, one can ascertain the students' desired emphasis on each goal in each program (see Appendix A, pages 1,10), their assessment of their program's contribution to that goal, and the difference between the two. The section following discusses the students' ratings of their "Program's contribution" to these six goals, and the differences between these ratings and their ratings of "Importance to you." For each program and for the Social Sciences Sample as a whole, the differences between the students' ratings of "Program's contribution" and "Importance to you" are depicted in a profile on page 30.

Crossreferences. There are several ways to examine the "overall" contribution of Berkeley's educational process. This report has already presented the summative ratings on teaching (page 9) and coursework (page 5), and assessments of retention of material learned (page 5) and the influence of the instructional process (page 25). Overall student satisfaction with the major programs is treated subsequently (page 34).

THE SUBJECT MATTER (Data Tables 12)

An overwhelming majority of the Women's Studies respondents indicated (V.Low 0-0/5/30-65% V.High)* that the Program made a "Very High" or "High" contribution to the goal of "gaining a thorough understanding of the subject matter." In this regard, Women's Studies was given outstanding ratings: it ranked first among the 15 Social Science-related programs; its mean rating was significantly higher than 11 of the other programs; the Women's Studies mean was 4.60, while the next highest mean, at 4.13, was almost significantly lower too. With such a high rating of the program's contribution to the goal of gaining a thorough understanding of the subject matter, there was only a small difference or "deficit" with respect to the importance of this goal to Women's Studies students. This deficit amounted to 0.30 points, or 7.5% of a 1-5 scale, as contrasted with the 15% (but still only moderate) deficit typical for students' ratings in the 14 other programs.

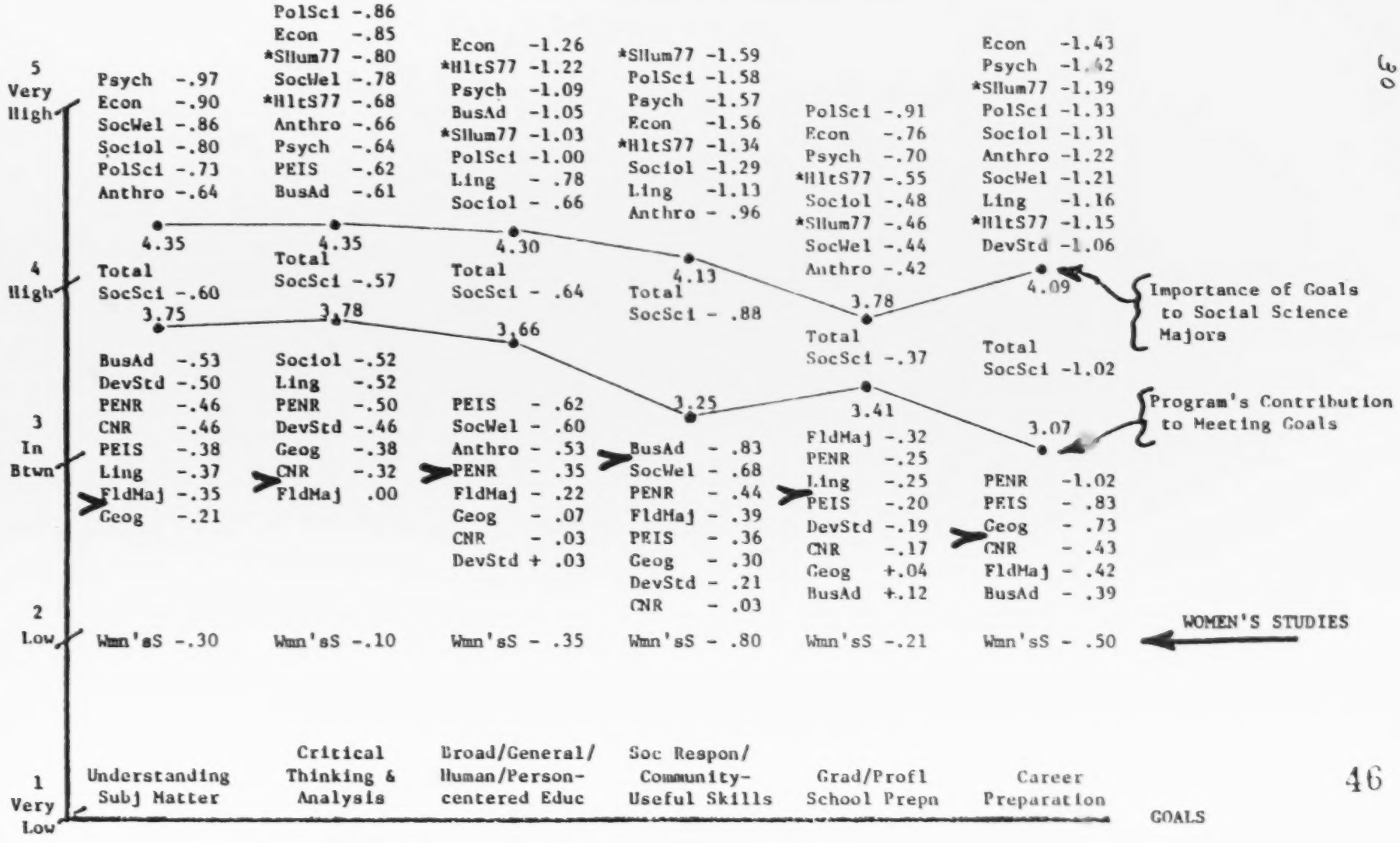
"LIBERAL ARTS" EDUCATIONAL GOALS (Data Tables 13)

In addition to the concern for the understanding of the content of the discipline in which the student is majoring, there are a number of goals of a "liberal arts" education that are typically important to students and educators, if not also to institutional leaders. Three items--which could have been elaborated further in some aspects--were developed to address the principal concerns here.

Training in Critical Thinking and Analysis. The Women's Studies Program was ranked first, along with one other program, significantly ahead of seven others among the 14 Social Science-related programs, in its contribution to providing training in critical thinking and analysis. Among the Women's Studies majors, an overwhelming majority gave the program "high" ratings (V.Low 0-0/15/25-60% V.High). For Women's Studies, there was almost no difference (0.10 points) between the majors' ratings of program contribution to, and the importance of, obtaining training in critical thinking and analysis, while for the average student in the Social Sciences Sample, the deficit was 0.57 points, or 14% of a 1-5 scale.

*The figures in parentheses represent the percentages of respondents choosing each of the five response categories: "Very Low" and "Low" [slash], "In Between" [slash], and "High" and "Very High."

PROFILE OF MEAN RATED IMPORTANCE TO SOCIAL SCIENCE MAJORS OF SIX EDUCATIONAL GOALS
AND OF BERKELEY'S CONTRIBUTION TOWARD MEETING THESE GOALS;
AND DATA BY PROGRAM ON DIFFERENCES: (CONTRIBUTION) MINUS (IMPORTANCE)



A Broad, General Education. An overwhelming majority of the Women's Studies respondents also gave high ratings (V.Low 0-0/10/15-75% V.High) to their Program's contribution to "providing a broad, general, humanistic or person-centered education." This rating placed Women's Studies second among the 15 Social Science-related programs, significantly above nine of the others. Since the goal of obtaining a broad, general, humanistic or person-centered education was almost uniformly (95%) of "Very High" importance to Women's Studies students, there was a modest, but lower-than-average, deficit of 0.35 points, or 9% of a 1-5 scale, between this ideal and the program's contribution to it.

Social Responsibility and Skills Useful in the Community. The contribution of the Women's Studies Program to "promoting social responsibility or developing skills useful in the community" was rated as high, by an overwhelming majority (V.Low 0-15/5/30-50% V.High) of the majors. In this regard, Women's Studies ranked third, significantly above six of the 14 other Social Science-related programs. However, promoting social responsibility or developing skills useful in the community was again almost uniformly (95%) of "Very High" importance to the Women's Studies respondents, so the Program's deficit in this area, at 0.80 points or 20% of a 1-5 scale, was larger than found for any of the other five pairs of items about Women's Studies Program contributions and students' goals. Nevertheless, since social responsibility/community skills was also the area with the greatest difference between student ratings of program contribution and the importance of the goal in the Social Sciences Sample, the deficit in Women's Studies was very nearly at the average for the 14 other programs. Although the Women's Studies Program undoubtedly has had to struggle mightily to gain U.C.B. faculty acceptance and recognition of its academic merits, and although the Program has relatively high ratings for its contribution to promoting social responsibility or developing skills useful in the community, these results do suggest that the Program could or should strengthen its efforts in this area.

PREPARATION FOR ADVANCED TRAINING AND FOR CAREERS (Data Tables 13)

Graduate or Professional School. A very large majority of the Women's Studies respondents rated as high (V.Low 5-5/16/47-26% V.High) the Program's contribution to their preparation for graduate or professional school. Although the Women's Studies Program ranked first among the 15 Social Science-related programs in this respect, there were no significant differences between the program ratings. Similarly, the differences between the students' ratings of the importance of preparation for graduate or professional school, and of their program's contribution to it, were mostly of modest to moderate magnitudes and, at 0.21 points in Women's Studies (or 5% of a 1-5 scale), were just a little better than average.

Preparation for a Career. The contribution of Women's Studies to students' preparation for a career was regarded as high by a bare majority (V.Low 5-10/35/35-15% V.High) of the respondents. In this area, Women's Studies ranked a little above average among the 15 Social Science-related programs and was rated significantly above two of the others. Comparing the ratings of importance given by the majors to the goal of preparing for a career and of the Women's Studies Program's contributions to that goal, one finds a modest-to-moderate deficit of 0.50 points, or 12.5% of a 1-5 scale. While this deficit suggests that somewhat more emphasis could be given to the goal or preparing students for a career, the deficit in Women's Studies was one of the four smallest, and only about half the size of, the average deficit found among the 14 other Social Science-related programs.

OVERALL VALUE OF STUDY OF SUBJECT MATTER

Item: The study of this subject matter will be of permanent value in my life and/or work. [Q. 63.]

Wmn'sS 4.85 ± 0.16 (20)

TOTALS -- Social Science-related Programs

3% Str. Disagree
6% Disagree
12% In Between
43% Str. Agree
36% Agree

Mean: 4.09 ± 0.09 (466) F-probability = .0000*

Prog.	Mean	95% Conf.	N								
SocWel	3.64 ±	0.36	(36)	Ling	3.86 ±	0.42	(37)	PENR	4.18 ±	0.35	(22)
Sociol	3.72	0.36	(39)	PEIS	3.87	0.34	(30)	Geog	4.47	0.29	(36)
Econ	3.79	0.42	(39)	PolSci	3.89	0.36	(36)	BusAd	4.47	0.21	(38)
Psych	3.81	0.36	(36)	Anthro	4.14	0.34	(35)	CNR	4.58	0.23	(31)
								FldMaj	4.39 ±	0.23	(27)
								DevStd	4.67	0.32	(24)

OVERALL SATISFACTION

Student Satisfaction with Their Major Program

Item: All in all, how satisfied have you been to date with your major program (faculty, teaching, advising, courses/curriculum, testing-grading, governance, etc.)? [Q. 69.] [1977 wording: "Please rate your overall level of satisfaction with your major program (. . ., testing-grading, . . .)." 1977 scale: Extremely Low, Low, Moderately Low, In Between, Moderately High, High, Extremely High.]

Wmn'sS 5.95 ± 0.59 (20)

TOTALS -- Social Science-related Programs

4% Very Dissatis.
7% Dissatisfied
8% S.what Dissat.
11% Neutral or Mixed Feelings
20% Very Satis.
32% Satisfied
17% Somewhat Sat.

*Mean: *5.09 ± 0.15 (490) F-probability = .0000*

Prog.	*** Mean	95% Conf.	N								
Psych	4.15 ±	0.54	(41)	Sociol	4.62 ±	0.50	(42)	Anthro	5.00 ±	0.37	(36)
SocWel	4.28	0.59	(36)	Econ	4.63	0.54	(40)	PEIS	5.27	0.60	(30)
PolSci	4.35	0.58	(37)	*HltS77	4.74	0.13	(420)	BusAd	5.30	0.46	(40)
**SHum77	4.48	0.18	(272)	Ling	5.00	0.56	(41)	PENR	5.38	0.70	(26)
								CNR	5.88 ±	0.48	(33)
								FldMaj	5.93	0.58	(27)
								DevStd	6.13	0.38	(23)
								Geog	6.29	0.26	(38)

Student Satisfaction with Total College Experience

Item: All in all, how satisfied have you been to date with your total experience while at Berkeley? [Q. 68.]

Wmn'sS 5.00 ± 0.79 (20)

TOTALS -- Social Science-related Programs

3% Very Dissatis.
4% Dissatisfied
7% S.what Dissat.
12% Neutral or Mixed Feelings
27% Very Satis.
36% Satisfied
11% Somewhat Sat.

*Mean: *5.39 ± 0.14 (490) F-probability = .2650*

Prog.	*** Mean	95% Conf.	N								
Psych	4.83 ±	0.54	(41)	DevStd	5.30 ±	0.70	(23)	SocWel	5.42 ±	0.51	(36)
PEIS	5.10	0.64	(31)	Econ	5.33	0.59	(40)	Anthro	5.43	0.60	(35)
PolSci	5.17	0.61	(36)	FldMaj	5.37	0.69	(27)	PENR	5.50	0.65	(26)
Sociol	5.19	0.54	(42)	CNR	5.39	0.47	(33)	Ling	5.59	0.52	(41)
								BusAd	5.83 ±	0.37	(41)
								Geog	5.95	0.42	(38)

*The F-tests are based on the original metric, e.g., 1= Strongly Disagree, 2= Disagree, 3= In Between, 4= Agree, 5= Strongly Agree, and exclude the 1977 samples, "Selected Humanities" ("SHum77") and "Health-related Sciences" ("HltS77"). Please note that a 1-7 scale is employed for the last two items on "Overall Satisfaction." See "Characteristics of the Student Population" for more information, particularly with reference to "SHum77" (and footnote ****).

Please note that the wording and response categories are different from 1977 to 1979. The parallelism may be fairly adequate, however. For example, the 1977 sample of Psych students (N= 24) had a mean of 4.17 ± 0.70. See also footnote *.

****The "selection" in the Selected Humanities sample may be relevant here (as on other items also), particularly with the variation in wording from 1977 to 1979. The means, confidence intervals, and number of respondents for each of the Humanities departments on this item were as follows: Spanish, 3.52 ± 0.44 (46); Practice of Art, 3.80 ± 0.63 (25); Music, 4.38 ± 0.62 (34); German, 4.42 ± 0.57 (12); History of Art, 4.57 ± 0.36 (61); French, 4.62 ± 0.47 (26); Misc. Humanities, 5.12 ± 0.45 (34); and History, 5.47 ± 0.42 (34). The Miscellaneous Humanities sample consists of: CompLit (3), DramArt (1), English (20), Humanities FldMaj (2), Philos (3), Rhet (4), and ReligSci (1). (Note that this group is composed 60% of English majors.)

Summary: Overview of Program Contributions

The Women's Studies Program received excellent ratings (ranking first to fourth of 15 Social Science-related programs) for its contributions to six of the most basic goals of a college education. The relative strength of those contributions (together with their mean ratings on a 1-5 scale) was as follows: providing a broad, general, humanistic or person-centered education (4.65); enabling students to gain a thorough understanding of the subject matter (4.60); providing training in critical thinking and analysis (4.45); promoting social responsibility or developing skills useful in the community (4.15); preparing students for graduate or professional school (3.84); and preparing students for a career (3.45). The differentials between the mean ratings of the Program's contribution to these goals and of their importance (to the respondents) were ranked below average in all six instances. In comparison to the majors' ratings of the ideal (importance), there seems to be some (though not a great) underemphasis in the Program on promoting social responsibility or helping students to develop skills useful in the community and, possibly, a very modest underemphasis on the (related?) goal of preparing students for a career.

OVERALL VALUE OF THE SUBJECT MATTER
(Data Tables 14)

The UMPEQ item about whether "the study of this subject matter will be of permanent value in my life and/or work" sought the students' overall assessment of all the possible values they thought could be achieved through the study of their fields as taught at Berkeley, but does not differentiate between each program's contribution to these permanent values and the effects of possible differences by program in students' motivation (nor the interaction between the two). While the responses in the Social Science-related programs were generally quite positive, Women's Studies was ranked first and the majors' ratings were significantly higher than those found in nine of the 14 other programs. On the typical disagree-to-agree scale (c.f., footnote, page 23), the response in Women's Studies was: S.D. 0-0/0/15-85% S.A.

OVERALL SATISFACTION

Crossreferences. The two items discussed in this section focus on the students' overall satisfaction with their major program and with their total experience while at Berkeley. Other, related items, each somewhat less comprehensive in scope, include those concerned with the influence of the instructional process and of other factors on students' overall growth and learning (pages 25-27), program contributions to various educational goals (pages 29-33), overall teaching quality (page 9), the interest and challenge of coursework (page 7), and the likely retention of material learned (page 7).

SATISFACTION WITH THE MAJOR PROGRAM (Data Tables 14)

The item concerning the students' overall satisfaction with their major program reminded the respondents to include several elements in that rating, viz., "faculty, teaching, advising, courses/curriculum, testing-grading, governance, etc." The respondents from Women's Studies reported a level of overall satisfaction with their major program that was ranked third-highest of the 50 programs thus far evaluated by the ASUC's Academic Review Unit. Looking at the average ratings of the 50 programs on the 1-7 scale used in assessing overall satisfaction, Women's Studies, with a mean rating of 5.95, fell among the five highest-rated programs, which were grouped together on a tier (with means of 5.88 to 6.29), somewhat above all other programs (with means of 3.52 to 5.47).* The Women's Studies mean was significantly higher than the overall student satisfaction ratings in 23 other programs. Among the Social Science-related programs, Women's Studies also ranked third, with a level of satisfaction with their program that was significantly higher than observed in six of the 14 other programs.

In terms of percentages, 55% of the Women's Studies respondents were "Very satisfied" with their major program, and another 10% were "Satisfied" and another 15% "Somewhat satisfied"; 15% expressed "Neutral or mixed feelings"; 5% indicated they were "Somewhat dissatisfied" and no one marked either "Dissatisfied" or "Very dissatisfied."

SATISFACTION WITH THE TOTAL EXPERIENCE WHILE AT BERKELEY (Data Tables 14)

On the average, student satisfaction with their total experience while attending U.C.B. exceeded slightly their satisfaction with their major program, although students in the highest-rated programs, including Women's Studies, tended to be less satisfied in total than with their program. Some of the reasons for this differential may be due to dissatisfactions with some of the typical aspects of the educational process at Berkeley. For example, some of the open-ended comments from Women's Studies majors make contrasts between what they found in Women's Studies and what was offered in most traditional programs.

In response to the question about their satisfaction with the totality of their experience at Berkeley, 60% of the Women's Studies students were satisfied, half of those being "Very satisfied" and the remaining 30% being distributed equally between "Satisfied" and "Somewhat satisfied." Another 15% of the majors had "Neutral or mixed feelings." Finally, a quarter of the Women's Studies respondents were to some extent dissatisfied, with 20% "Somewhat dissatisfied" and 5% "Very dissatisfied" (and none simply "Dissatisfied"). The mean rating for Women's Studies on this item was not significantly different from any of those given to the 14 other Social Science-related programs.

Summary: Overall Satisfaction

Among the 15 Social Science-related programs (and all 50 thus far evaluated by the ARU), Women's Studies ranked third in overall student satisfaction with the major program, with a mean rating significantly higher than for five (and 23) of the other programs.

The Women's Studies respondents' satisfaction with their total experience while at Berkeley was not significantly different from that found in any of the other Social Science-related programs (but was ranked second-lowest).

*These statements incorporate results from the ARU's evaluation of 12 programs in Engineering and the Physical Sciences (Winter-Spring 1980), where mean satisfaction ratings varied from 4.57 to 5.46.

APPENDIX A

CHARACTERISTICS OF THE STUDENT POPULATION

Introduction

Because this report is a companion to the Academic Review Unit's report, Social Science-Related Programs at Berkeley (Nov. 1979), the usual contents of Appendix A of an ARU report are reduced here to a bare minimum, consisting chiefly of the data tables from the "parent" report, to which the results from the survey of students in Women's Studies have been added. Beyond that, we offer only a few comments on the highlights and key points in the data on Women's Studies' students.

HIGHLIGHTS AND KEY POINTS

Response Rate. The response rate was 60.6% (20 of 33 responding).

Representativeness. We have relatively little information available on the representativeness of those students who responded as contrasted with those who did not. But there is little reason to surmise the existence of any meaningful bias, if only because the 61% response rate was virtually tied for second highest among the 15 Social Science-related programs, and there were no problems of note in the other programs with response rates at or above 50%. Moreover, the average respondent in Women's Studies reported that she had completed 7.45 courses in/for the Program--a level of experience almost exactly at the average for the entire sample.

Transdepartmental or "Group" Majors. The Undergraduate Major Program Evaluation Questionnaire (UMPEQ) and its instructions were difficult to design in a way that would be entirely suited to programs which for their curriculum draw heavily on courses in other departments. (Since such programs are not all L & S-style "group majors," I've here called them "transdepartmental.") We found no fully satisfactory way to resolve the dilemmas posed by the differences between programs in this regard. For example, limiting the evaluation solely to those program elements offered directly under the auspices of a transdepartmental program would in most cases have been of little use in assessing the totality of the major program as experienced by students (e.g., in Development Studies or Women's Studies). On the other hand, defining the major program broadly may "unnecessarily" obscure somewhat the contribution derived directly from the program in cases such as Conservation of Natural Resources and Social Welfare, where there are a number of courses emanating from a departmental core.

These difficulties in questionnaire design may also have contributed to the differentially lower response rates in transdepartmental programs, even though the problem did not manifest itself in the Women's Studies survey.

Students' Definitions of Transdepartmental Programs. One UMPEQ item provides some concrete information on the students' reactions to our attempt to delimit the program which they were asked to evaluate. In Table I, please note that the average number of courses completed in the major is generally no lower in the transdepartmental programs than in the "regular," one-department majors. This suggests (at least for this question) that the respondents in the transdepartmental majors defined their program relatively broadly. Also, please note the definition of "program" provided to accompany the evaluative questions beginning with number 17 (see footnote to Table I). If the students' approach was generally consistent here, the responses to the main body of evaluative questions (all of which follow question 17) would also be fairly broadly focused, as intended. (In addition, the responses to many UMPEQ items are not in any way affected by the problems being discussed here--e.g., when the items apply solely to program-based functions or decisions.) For those programs which themselves offer several but not all upper division courses required for the major, however, I would hazard the guess that the respondents on some occasion narrowed the scope of their evaluations to some (unknown) extent.

Demographic Data. The demographic statuses reported by the Women's Studies respondents are shown in the tables following and include: percentage of women and ethnic minority students in the sample, class standing and number of quarters at U.C.B., source institution, and highest level of education expected.

Compared to the other 14 student groups, Women's Studies majors stood out on several of these dimensions: 1) they were all women (and mostly "White," judging from the respondents' answers); 2) they were more likely to have transferred to U.C.B. from another institution (especially other, non-U.C. colleges/universities and community colleges) rather than to have entered Berkeley directly from high school; and 3) a very high percentage expected, perhaps in accord with their high G.P.A. in U.C.B. courses, to attain a Ph.D. or higher professional degree (including law) in the next 10 years.

Importance of Six Possible Goals of Education. One section of the UMPEQ divided the principal, possible goals of a college/university education into six components and asked the students to rate the importance of each goal and also their program's contribution toward meeting that goal. The students' ratings of "Importance to you" for each of these six goals provide some information about interest patterns and suggest something of the student majors' relative preferences for curricular/program emphases.

Table J presents the results of these responses in the usual format. (The students' responses to the "Program's contribution" aspect of the question, and the differences between those ratings and the ones for "Importance to you" are discussed on pages 29-33 of the text.

The Women's Studies students stood out in three of their patterns of response to the six questions about possible educational goals. They were first-ranked, with ratings significantly higher than observed in 12 of the other 14 Social Science-related programs, in the importance placed on the goal of "promoting social responsibility or developing skills useful in the community." They were also highest ranked, with ratings significantly above those of students in eight other programs, in their desire for their program to provide "a broad, general, humanistic or person-centered education." The Women's Studies majors also gave the highest "Importance to you" ratings, significantly above those given by students in 10 of the other programs, to the goal of "gaining a thorough understanding of the subject matter."

The Sample, Survey and Analysis. Since the ARU had not included the Women's Studies Program in the survey of students in Social Science-related programs, which was conducted in Winter-Spring 1979, the Program's Coordinator (Gloria Bowles) asked that we conduct the survey in Spring 1980, and it was done. Questionnaire development and distribution procedures are described in the Social Sciences Report. We have included here a summary of methods (page xii), and a more complete discussion is available in the "parent" report.

Women's Studies	33	- 0	33	20	60.6%	60.6%	- 0 ←

Table A
RESPONSE RATES BY DEPARTMENT/PROGRAM

Department/Program (as originally listed)*	Original Sample Size	(minus) MLNAs**	Net Sample Size	Number of Respondents	Gross Response Rate	Net Response Rate	Other Unusable Responses***
Afro-American Studies	15	- 3	12	4	26.7%	33.3%	- 2
Anthropology	75	- 5	70	38	50.7	54.3	- 2
Business Administration	75	- 2	73	42	56.0	57.5	- 1
Conservation Nat. Resources	75	- 4	71	40	53.3	56.3	- 6
Development Studies	49	- 3	46	24	49.0	52.2	0
Economics	75	- 6	69	40	53.3	58.0	0
Geography	75	- 4	71	40	53.3	56.3	0
Linguistics	68	- 3	65	45	66.2	69.2	- 4
Pol. Econ. Indus. Socy.	75	- 3	72	32	42.7	44.4	- 1
Pol. Econ. Nat. Resources	75	- 4	71	28	37.3	39.4	- 2
Political Science	75	- 4	71	38	50.7	53.5	- 1
Psychology	75	- 2	73	43	57.3	58.9	- 2
Soc. Sci. Field Major	75	- 4	71	31	41.3	43.7	- 4
Social Welfare	75	- 4	71	36	48.0	50.7	0
Sociology	75	- 5	70	43	57.3	61.4	- 1
TOTALS	1032	- 56	976	524	50.8%	53.7%	- 26

*The samples were drawn from a Winter Quarter 1979 listing of students enrolled in these majors, and the response rates are calculated according to this original listing. (See also the last column in the table and footnote ***.)

**In calculating the net sample sizes and net response rates, persons who moved and left no address (MLNAs) are excluded from the calculations. Such exclusions were counted, however, only after the first mailing (middle of Winter Quarter) and do not include the additional MLNAs from the second mailing (at the beginning of Spring Quarter).

***All "unusable" responses (except one late response in Business Administration) are either transfers from their original, listed major (some to other Social Science-related programs, some not) or indicated that they were enrolled in a double major. THUS THE MAXIMUM NUMBER OF RESPONDENTS FOR ANY PROGRAM consists of the "Number of Respondents" (column four of the data here) MINUS "Other Unusable Responses" (column seven of the data here), and ALL OF THE UNUSABLE RESPONSES (as well as Afro-American Studies, because of its low number of respondents) ARE EXCLUDED FROM THE PROGRAM-BY-PROGRAM ANALYSES PRESENTED IN THE DATA TABLES in the section on "EVALUATIVE FINDINGS" (the body of this report).

Table B
PERCENTAGE OF WOMEN STUDENTS:
AMONG RESPONDENTS, IN SAMPLE AS DRAWN, AND IN THE OAR LIST OF MAJORS

Women's Studies	100.0%	100.0%	100.0% (Winter 1980) ←

Percentage of Women Students

Department/Program (as originally listed)*	Net Respondents**	In Sample As Drawn**	In Wint 1979 OAR Stats.**
Afro-American Studies	25.0%	25.0%	26.7%
Anthropology	81.6	76.1	71.9
Business Administration	42.9	45.2	39.3
Conservation of Nat. Resources	45.0	45.1	49.8
Development Studies	79.2	52.2	51.0
Economics	32.5	31.9	29.6
Geography	40.0	36.6	34.4
Linguistics	68.9	67.7	69.1
Pol. Econ. of Indus. Societies	21.9	26.4	33.8
Pol. Econ. of Nat. Resources	42.9	31.0	29.4
Political Science	28.9	22.5	33.1
Psychology	79.1	69.9	67.2
Social Science Field Major	74.2	63.4	60.2
Social Welfare	91.7	90.1	87.5
Sociology	69.8	70.0	61.1
TOTALS***	56.7	51.6	49.2***

*The samples were drawn from a Winter Quarter 1979 listing of students enrolled in these majors, and the response rates are calculated according to the student's original major listing.

**The percentage of women "Respondents" includes the "Other Unusable Responses" (see previous table), but excludes the MLNAs. The percentage of women "In Sample As Drawn" also excludes the MLNAs, while that for "In Wint. 1979 OAR Stats." includes all juniors and seniors listed. [See footnote ** of the previous table re the MLNAs.]

***The Totals are calculated on the total numbers rather than as an average of the 15 departments/programs. Since the sampling was designed to assess each major (e.g., by drawing up to 75 students from each rather than proportionally from each) rather than the (undifferentiated) social science-related majors as a whole, the third total ("In Wint. 1979 OAR Stats.") is not strictly comparable with the first two totals. Using the actual, original sample sizes, the expected proportion of women respondents is 50.8%; using the actual number of responses from each department/program (i.e., adjusting for response rates also), the expected proportion of women respondents is 51.7%.

1—Appendix A

Women's Stds	5.0	?	0.0	?	5.0	?	0.0	?	85.0	?	0.0	?	5.0	?

Table C

PERCENTAGE OF ETHNIC MINORITY STUDENTS, AMONG RESPONDENTS AND IN FALL 1978 OIR DATA*

Department/ Program	Black/Afro-		Chicano-Lat**		Chinese/-Am**		Japanese/Am		Caucasian		All Other*		Decline to State*	
	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data	Among Resp.	Fall 1978 OIR Data
Afro-Amer. Stds	100.0	74.0	—	0.0	—	0.0	—	0.0	—	18.0	—	8.0	—	0.0
Anthropology	2.8	1.7	8.3	5.5	—	2.8	5.6	6.0	77.8	75.1	—	1.9	5.6	6.9
Business Admin.	—	1.3	2.4	1.7	22.0	19.9	4.9	5.3	58.5	63.9	—	4.8	12.2	3.2
Conserv. Nat. Res.	2.9	4.0	2.9	2.0	8.8	4.0	2.9	1.5	76.5	75.1	—	4.5	5.9	8.6
Development Stds	—	0.9	4.2	6.6	8.3	1.8	4.2	0.0	70.8	67.9	8.3	11.3	4.2	9.4
Economics	—	2.2	7.5	3.2	5.0	6.3	2.5	4.7	72.5	75.8	—	6.0	12.5	1.8
Geography	—	1.1	2.5	1.1	5.0	5.4	—	1.6	85.0	85.3	2.5	2.2	5.0	3.3
Linguistics	—	5.3	2.4	2.0	7.3	5.6	—	2.7	73.2	76.8	4.9	4.0	12.2	2.7
PEIS	3.2	3.4	3.2	4.7	6.5	6.8	3.2	4.1	80.6	72.3	3.2	5.4	—	3.4
PSYR	—	3.3	—	0.0	7.7	2.2	3.8	3.3	88.5	85.6	—	4.4	—	1.1
Political Sci.	8.1	4.9	2.7	8.2	—	2.3	2.7	1.4	81.1	74.7	2.7	5.1	2.7	3.4
Psychology	—	5.0	4.9	3.6	17.1	8.8	9.8	4.6	61.0	67.9	4.9	5.2	2.4	5.0
Soc. Sci. Fld	3.7	8.1	11.1	4.4	—	2.2	—	0.0	74.1	79.4	—	2.9	11.1	2.9
Social Welfare	2.8	9.2	11.1	6.2	11.1	16.3	5.6	4.0	58.3	55.2	8.3	5.7	2.8	3.5
Sociology	4.8	8.8	—	5.1	14.3	7.6	7.1	6.1	69.0	62.2	2.4	4.9	2.4	5.4
TOTALS***	2.0	4.6	4.4	3.8	8.5	7.1	3.8	3.4	72.8	72.1	2.6	4.8	5.8	4.2
Expected Sample N:***	22.7		19.0**		35.6		17.0		199.1		23.7		21.1	
Actual Sample N:***	12.0		22.0**		42.0		19.0		361.0		13.0		29.0	

*The OIR ethnicity data used here excludes foreign students (i.e., includes citizens plus immigrants). Since the number of foreign undergraduate students is quite low (e.g., Fall 1976: Business Administration + upper division L & S Social Sciences + all College of Natural Resources = 58), we did not ask about citizenship status, and the survey respondents may include a very small number of foreign students. The "Decline to State" category includes a very small number of "no data" (OIR) and blank responses (ASU survey) as well as those who officially checked "Decline to State."

**The OIR categories for the column headed "Chicano-Lat"(ino) are: "Chicano" and "Other Spanish." In the ASU sample, the Chicanos and Latinos total 11 students each (note: some Latino respondents could be foreign students, such that the OIR expectation may be a slight understatement of the Chicano-Latino total). The expected number of Chicano respondents alone is: 11.5. Similar considerations about foreign status may apply to the Chinese group.

***The percentage totals for the Fall 1978 OIR data and the "Expected Sample N" for each ethnic category are based on the sum (across the 13 departments/programs) of the products of: Usable Responses X Fall 1978 OIR percentage (of the ethnic group). Additionally, among the 26 unusable responses, there were: Caucasians (84.6%), Blacks (3.8%), Latinos (3.8%), Chinese (3.8%), and Declines to State (3.8%).

Table D

EARLY (1st MAILING) AND LATE (2nd MAILING) RESPONSE RATES BY ZIP-CODED RESIDENTIAL STATUS*

Response Time/Races		Urban-Suburban Commute	San Francisco	Oakland	S.E. Berkeley (94705)	94704		Dorms (94720)	Bark-Alb Flats (94702-03-06-94710)	No.Side Berkeley (94709)	Bark-Alb Hills (94707-94708)	TOTALS
						So.side Berkeley	Frats-Sorors.					
Early Resps.**	Pct.	36.6%	29.7%	34.1%	27.8%	41.1%	31.5%	40.4%	40.4%	33.3%	32.6%	36.5%
	(N)	(53)	(11)	(31)	(15)	(117)	(24)	(19)	(28)	(24)	(14)	(356)
Late Resps.**	Pct.	22.1%	21.6%	14.3%	18.5%	19.3%	10.2%	8.5%	13.8%	20.8%	16.3%	17.2%
	(N)	(32)	(8)	(13)	(10)	(55)	(11)	(4)	(13)	(15)	(7)	(168)
Nonre-spondents**	Pct.	41.4%	48.6%	51.6%	53.7%	39.6%	58.3%	51.1%	45.7%	45.8%	51.2%	46.3%
	(N)	(60)	(18)	(47)	(29)	(113)	(63)	(24)	(43)	(33)	(22)	(452)
Net Sample Proportion**	Pct.	14.9	3.8%	9.3%	3.5%	29.2%	11.1%	4.8%	9.6%	7.4%	4.4%	100.0%
	(N)	(145)	(37)	(91)	(34)	(285)	(108)	(47)	(94)	(72)	(43)	(979)
Net Resp. Rate**		36.6%	31.4%	48.4%	46.3%	50.4%	41.7%	48.9%	54.2%	54.2%	48.8%	53.7%
MLSAs: Pct of Gross		3.3%	7.5%	7.1%	5.3%	7.8%	0.9%	6.0%	4.1%	4.0%	6.5%	5.3%
	(N)	(5)	(3)	(7)	(1)	(24)	(1)	(3)	(4)	(3)	(3)	(56)
Gross Resp. Rate		36.7%	47.5%	44.9%	43.9%	55.7%	41.3%	46.0%	52.0%	52.0%	45.7%	50.8%

*This analysis is based on students' addresses as originally listed (i.e., prior to forwarding, if/when necessary), but subsequent to our correction of errors in the initial Zip Code listings. A small number of borderline responses (i.e., just after the second mailing went out) were classified as "Early" returns.

**All figures in the rows with this footnote are calculated without including the MLSAs (Moved—left no address).

Women's Studies

Resp., All	4	0	3	1	8	0	0	2	1	1	20
Sample Total	6	2	7	1	11	0	0	3	2	1	33

Women's Studies 35% 55% 10%**(20) ? ? 25% 40% 15% 20% (20)

5--Appendix A

Table F

CLASS STANDING AND NUMBER OF QUARTERS ENROLLED AT BERKELEY

Department/Program	Reported Class Standing: Junior	Senior	Other**	N	Pct Yrs Per UAR List*: In Sample As Drawn	Among Responds.	Reported Number of Quarters at Berkeley*: 1-3	4-6	7-9	10+	N
Anthropology	19.4%	79.0%	1.6%	36	29.2%	26.8%	16.7%	27.8%	16.7%	38.9%	36
Business Administration	34.1	65.9	—	41	44.0	38.1	17.1	31.7	29.8	24.4	41
Conservation of Nat. Res.	17.6	79.4	2.9	34	27.1	25.2	2.9	35.3	32.4	29.4	34
Development Studies	37.5	62.5	—	24	40.8	41.7	12.5	25.0	29.2	33.3	24
Economics	72.5	97.5	—	40	42.7	40.0	—	20.5	25.6	53.8	39
Geography	37.5	62.5	—	40	37.2	40.2	7.5	32.5	27.5	32.5	40
Linguistics	27.5	72.5	—	40	39.3	42.2	10.0	32.5	22.5	35.0	40
Pol. Econ. of Ind. Soc.	29.0	71.0	—	31	44.0	40.6	—	29.0	25.8	45.2	31
Pol. Econ. of Nat. Res.	30.8	69.2	—	25	48.0	50.0	30.8	13.4	19.2	34.6	26
Political Science	37.8	59.5	2.7	37	45.3	32.6	16.7	27.8	22.2	33.3	36
Psychology	31.2	68.8	—	41	40.0	38.1	19.5	24.4	19.0	17.1	41
Soc. Sci. Field Major	29.6	70.4	—	27	44.0	48.4	14.8	22.2	29.6	33.3	27
Social Welfare	47.2	52.8	—	36	36.0	41.1	9.3	25.0	27.9	38.9	36
Sociology	19.0	81.0	—	42	30.7	30.2	9.5	31.0	21.4	38.1	42
TOTALS	32.3%	66.9%	0.8%	495	42.6%	42.9%	11.6%	27.6%	26.2%	34.7%	493

*Data on class standing were provided in the Office of Admissions & Records-supplied list of names from which the sample was drawn, and both columns under this heading give percentages based on that source/classification.

**Includes one student who marked "Sophomore" (Anthro), one who marked "Graduate" (Anthro, CNR), and one who marked "Limited status; other" (Pol. Sci.). **In Women's Studies, incls. one grad, one soph.

Women's Studies 15% 40% 15% 30% -- (20) 10% -- 25% 65% (20)

Table G

SOURCE INSTITUTION AND HIGHEST LEVEL OF EDUCATION EXPECTED TO ATTAIN IN THE NEXT TEN YEARS

Department/Program	School or College Immediately Prior to Berkeley*: High School	Two-year College	Other U.C. Campus	Other Coll. or Univ.	Other	N	Highest Level of Education Expects: Bach. Degree	Teaching Credent.	Master's Degree	Ph.D. or Higher* Prof Deg	N
Anthropology	38.9%	33.3%	13.9%	13.9%	—	36	11.1%	—	44.4%	44.4%	36
Business Administration	41.5	36.6	14.6	7.3	—	41	19.5	—	70.7	9.8	41
Conserv. Nat. Resources	29.4	35.3	20.6	14.7	—	34	17.6	2.9	61.8	17.6	34
Development Studies	37.5	16.7	29.2	10.0	—	24	13.0	—	56.5	30.4	23
Economics	70.0	15.0	5.0	10.0	—	40	2.5	2.5	60.0	35.0	40
Geography	45.0	25.0	7.5	22.5	—	40	17.5	5.0	55.0	22.5	40
Linguistics	45.0	25.0	7.5	17.5	5.0%	40	20.0	7.5	37.5	35.0	40
Pol. Econ. Indus. Soc.	66.7	16.7	10.0	6.7	—	30	22.6	—	58.1	19.4	31
Pol. Econ. Nat. Res.	42.3	26.9	19.2	11.5	—	26	20.0	—	48.0	32.0	25
Political Science	45.9	32.4	10.8	10.8	—	37	5.6	—	22.2	72.2	36
Psychology	41.9	29.3	9.8	17.1	—	41	14.6	4.9	36.6	41.9	41
Soc. Sci. Field Major	44.4	22.2	11.1	18.5	3.7	27	7.4	11.1	48.1	33.3	27
Social Welfare	38.1	30.6	2.8	8.3	—	36	13.9	5.6	69.4	11.1	36
Sociology	40.5	31.0	4.8	19.0	4.8	42	19.5	—	51.7	26.8	41
TOTALS	46.6%	27.1%	11.1%	14.0%	1.0	494	14.7%	2.9%	51.5%	31.0%	491

*The category "Ph.D. or higher professional degree" (original wording) includes Law (among the examples is "J.D.").

Women's Studies: see page 17.

Table H

UNIT LOAD, HOURS OF STUDY PER WEEK, AND HOURS OF STUDY PER UNIT PER WEEK, FALL 1978

Department/Program	Unit Load, Fall 1978*		Hours Studied Per Week, Fall 1978*		Hours Studied Per Unit (Col. 2 ÷ Col. 1)*	
Anthropology	14.50	(N= 34)	20.79	(N= 34)	1.47	(N= 33)
Business Administration	14.93	(N= 40)	19.76	(N= 41)	1.42	(N= 40)
Conservation of Natural Resources	13.66	(N= 32)	18.00	(N= 32)	1.42	(N= 32)
Development Studies	14.13	(N= 24)	20.30	(N= 24)	1.64	(N= 24)
Economics	14.63	(N= 40)	17.87	(N= 39)	1.23	(N= 39)
Geography	14.54	(N= 39)	15.67	(N= 39)	1.16	(N= 38)
Linguistics	14.29	(N= 39)	17.49	(N= 41)	1.32	(N= 39)
Political Economy of Industrial Societies	14.87	(N= 31)	15.71	(N= 31)	1.16	(N= 31)
Political Economy of Natural Resources	14.88	(N= 25)	17.28	(N= 25)	1.20	(N= 24)
Political Science	14.80	(N= 35)	16.72	(N= 36)	1.26	(N= 34)
Psychology	14.78	(N= 40)	16.05	(N= 40)	1.14	(N= 39)
Social Science Field Major	14.36	(N= 25)	19.26	(N= 27)	1.30	(N= 25)
Social Welfare	14.92	(N= 36)	14.00	(N= 35)	0.96	(N= 35)
Sociology	14.71	(N= 41)	13.88	(N= 42)	1.03	(N= 41)
TOTALS/AVERAGES*	14.39	481	17.28	486	1.24*	474

*PLEASE SEE DISCUSSION IN TEXT CONCERNING THESE DATA! The data here are actual averages based on a recoding of the original category ranges, and the calculations to obtain Column 3 are generated after recoding (and based on a summation of the individual student quotients, divided by the number of students). The derivation of these figures is further explained on page A-9 (and especially in the footnote).

[Supplemental information on student employment: 40.1% of the respondents were not employed; 13.6% worked 1-10 hours per week; 30.4%, almost equally divided into two halves, worked 11-20 hours per week; 9.1% put in 21-30 hours; and 3.2% were employed for 31 or more hours per week, and presumably including some of the students who were not enrolled in Fall 1978 (to which all these data refer).]

Women's Studies 7.45 ± 1.66

Table I

NUMBER OF UPPER DIVISION COURSES COMPLETED BY MAJORS*

Department/Program	Average Number of Courses Completed in the Major*		Number of Responses
Anthropology	7.62	± 1.16	34
Business Administration	8.07	1.36	41
Conservation of Natural Resources	9.71*	1.62	31
Development Studies	7.45*	1.63	20
Economics	7.61	0.75	38
Geography	7.69	1.14	39
Linguistics	7.75	1.05	40
Political Economy of Industrial Soc.	8.83*	1.58	30
Political Economy of Natural Res.	6.79*	1.77	24
Political Science	6.69	1.00	36
Psychology	5.73	0.87	41
Social Science Field Major	7.69*	1.31	26
Social Welfare	6.14*	1.19	35
Sociology	7.51	0.83	39
TOTAL/AVERAGE	7.49	0.32	474

*Students in these majors were reminded in our second cover note that: "As a student in one of several group or field major programs, or in a department which draws on a variety of courses in other departments, you may wish especially to read the notes appended to Questions 1 and 6, and located immediately prior to Question 17." These notes (which were also available to first-round respondents, indicated: [Question 1: In what department or program are you enrolled? Note: if you are enrolled in a particular plan, option, or specialization within your major program, please indicate that here and answer the questions as applied to that program, collection of courses, etc.]; [Question 6: How many upper division courses have you completed in your major program while at Berkeley? Please include courses in other departments only if they are required for your program or specialization.]; [preceding Question 17: REMINDER: The word "program" in the questions below refers to the department, group major, or major plan that you indicated in Question 1 on the previous page.].

Given the Class Standing and Number of Quarters at Berkeley data (see Table F, both parts), these averages suggest the extent of coursework subsumed by the group majors in their responses to the evaluative items throughout the Undergraduate Major Program Evaluation Questionnaire.

The second column of figures represents the 95% confidence interval for the mean ratings shown in the first column.

Table J
IMPORTANCE TO STUDENTS OF PRINCIPAL GOALS OF EDUCATION

The Subject Matter

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Gaining a thorough understanding of the subject matter. [Q. 66F.]***

TOTALS — Social Science-related Programs
1% Very Low, 1% Low, 11% In Between, 51% Very High, 36% High
Mean: 4.35 ± 0.07 (490) F-probability = .2081*

Wmn'sS 4.90 ± 0.14 (20)

Prog.	Mean	95% Conf.	N								
Sociol	4.12	± 0.27	(41)	Geog	4.29	± 0.30	(38)	PolSci	4.35	± 0.24	(37)
Ling	4.17	0.31	(41)	PENR	4.31	0.30	(26)	BusAd	4.46	0.24	(41)
PEIS	4.19	0.26	(31)	SocWel	4.33	0.34	(36)	Econ	4.48	0.28	(40)
Psych	4.24	0.23	(41)	FldMaj	4.35	0.25	(26)	DevStd	4.54	0.33	(24)
Anthro	4.38	± 0.20	(36)								
CNR	4.39	0.20	(32)								

"Liberal Arts" Educational Goals

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Providing training in critical thinking and analysis. [Q. 66D.]***

TOTALS — Social Science-related Programs
1% Very Low, 2% Low, 10% In Between, 51% Very High, 36% High
Mean: 4.35 ± 0.07 (488) F-probability = .0333*

Wmn'sS 4.55 ± 0.30 (20)

Prog.	Mean	95% Conf.	N								
Sociol	4.10	± 0.28	(40)	*HltS77	4.27	± 0.09	(421)	*SHum77	4.38	± 0.10	(279)
Geog	4.11	0.30	(37)	SocWel	4.31	0.24	(36)	PEIS	4.39	0.26	(31)
BusAd	4.17	0.27	(41)	Ling	4.32	0.29	(41)	FldMaj	4.44	0.30	(27)
Psych	4.20	0.31	(41)	PENR	4.35	0.30	(26)	Anthro	4.47	0.25	(36)
CNR	4.48	± 0.30	(31)								
PolSci	4.59	0.18	(37)								
Econ	4.60	0.17	(40)								
DevStd	4.63	0.27	(24)								

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Providing a broad, general, humanistic or person-centered education. [Q. 66C.]***

TOTALS — Social Science-related Programs
1% Very Low, 4% Low, 9% In Between, 50% Very High, 37% High
Mean: 4.30 ± 0.08 (484) F-probability = .0023

Wmn'sS 4.90 ± 0.20 (20)

Prog.	Mean	95% Conf.	N								
BusAd	3.87	± 0.36	(39)	PENR	4.12	± 0.29	(26)	*SHum77	4.36	± 0.10	(272)
*HltS77	3.96	0.09	(412)	PolSci	4.22	0.31	(37)	PEIS	4.39	0.24	(31)
Psych	4.07	0.31	(41)	Econ	4.26	0.29	(39)	Geog	4.39	0.31	(38)
Ling	4.08	0.33	(40)	Sociol	4.29	0.26	(41)	SocWel	4.46	0.25	(35)
Anthro	4.53	± 0.24	(36)								
CNR	4.55	0.21	(31)								
FldMaj	4.59	0.30	(27)								
DevStd	4.70	0.24	(23)								

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Promoting social responsibility or developing skills useful in the community. [Q. 66E.]***

TOTALS — Social Science-related Programs
2% Very Low, 5% Low, 15% In Between, 44% Very High, 34% High
Mean: 4.13 ± 0.09 (474) F-probability = .0004*

Wmn'sS 4.95 ± 0.10 (20)

Prog.	Mean	95% Conf.	N								
Ling	3.57	± 0.47	(35)	PEIS	3.86	± 0.30	(29)	Psych	4.22	± 0.28	(41)
BusAd	3.78	0.33	(41)	*HltS77	3.93	0.10	(401)	Sociol	4.22	0.29	(41)
*SHum77	3.81	0.15	(247)	Econ	4.11	0.29	(38)	Anthro	4.24	0.34	(33)
Geog	3.83	0.37	(36)	PolSci	4.16	0.32	(37)	PENR	4.32	0.29	(25)
CNR	4.34	± 0.27	(32)								
FldMaj	4.35	0.38	(26)								
DevStd	4.46	0.41	(24)								
SocWel	4.56	0.30	(36)								

Preparation for Advanced Training, and for Careers

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Preparation for graduate or professional school. [Q. 66B.]***

TOTALS — Social Science-related Programs
5% Very Low, 9% Low, 22% In Between, 32% Very High, 32% High
Mean: 3.78 ± 0.10 (481) F-probability = .0545*

Wmn'sS 4.05 ± 0.50 (20)

Prog.	Mean	95% Conf.	N								
CNR	3.40	± 0.33	(30)	Geog	3.57	± 0.43	(37)	DevStd	3.83	± 0.31	(24)
BusAd	3.51	0.30	(41)	PEIS	3.70	0.34	(30)	PENR	3.85	0.32	(26)
Sociol	3.53	0.36	(40)	*SHum77	3.71	0.15	(266)	FldMaj	3.88	0.38	(26)
SocWel	3.56	0.39	(36)	Ling	3.79	0.39	(39)	Anthro	3.97	0.40	(35)
Psych	4.00	± 0.33	(40)								
Econ	4.15	0.34	(40)								
PolSci	4.16	0.30	(37)								
*HltS77	4.16	0.10	(425)								

Item: To what extent are the following goals important to you, and to what extent has your major program met them? Importance to you: Preparation for a career. [Q. 66A.]***

TOTALS — Social Science-related Programs
3% Very Low, 6% Low, 16% In Between, 46% Very High, 29% High
Mean: 4.09 ± 0.09 (483) F-probability = .0001*

Wmn'sS 3.95 ± 0.48 (20)

Prog.	Mean	95% Conf.	N								
Ling	3.69	± 0.43	(39)	PEIS	3.83	± 0.43	(30)	PolSci	4.22	± 0.31	(37)
Geog	3.70	0.31	(37)	Anthro	3.88	0.42	(34)	*HltS77	4.23	0.09	(427)
Sociol	3.71	0.40	(41)	FldMaj	3.92	0.32	(26)	Psych	4.32	0.25	(41)
*SHum77	3.83	0.14	(276)	CNR	3.97	0.33	(31)	DevStd	4.33	0.34	(24)
SocWel	4.36	± 0.37	(36)								
Econ	4.43	0.31	(40)								
PENR	4.46	0.29	(26)								
BusAd	4.49	0.21	(41)								

*The F-tests are based on the original metric and exclude the 1977 samples ("HltS77" and "SHum77").
***See "Overview of Department/Program Contributions" for students' "Program's contribution" ratings of this item.

I.D. No.	Item No. & Response Code	Comments
1001	#41; Resp.=3	Need more in Women's Studies.
	#48; Resp.=4	In Women's Studies.
	#54; Resp.=2	Not enough but what there is is good!
	#58; Resp.=4	In Women's Studies, yes.
	-- General	Any good I got from being at UCB came through my own efforts and the Women's Studies Department. Otherwise UCB is a difficult place for undergraduates in most senses.
1005	#678; Resp.=2	No time!
1006	-- General	A few thoughts generated by the survey. The Women's Studies major needs more money and more classes. In addition to Women's Studies I have a strong interest in the practice of art and art history. Since the program offers nothing in this area I have felt very frustrated and dissatisfied. Practical courses in feminist organizing would also be useful to the Women's Studies Major, as many of us tend to go into organized political groups either as volunteers or in paid positions. The lack of tenured women faculty is appalling! The reason my education at Berkeley has been good is due to women graduate students, lecturers, etc. Unfortunately, this makes it nearly impossible to develop supportive, ongoing relationships with these women because they usually only teach one "Women's Studies" class and then move on or are made to teach other classes. This also virtually eliminates the chance for students to recommend teachers to each other, as each quarter the group is usually radically different from the last.
1007	#34; Resp.=3	What is enough? They do show concern—just not a lot.
	#388; Resp.=3	Sometimes more effective.
	#45; Resp.=4	Most of the time.
	#46; Resp.=4	With a few exceptions.
1011	#65; Resp.=1	Because UCB has a very low proportion of Ethnic minority students.
	-- General	I answered these questions in terms of my Women's Studies major, not in terms of my English major.
1012	-- General	My course of study, the interdisciplinary major of Women's Studies, reflects my desire to integrate my personal philosophy, professional ambitions or aspirations, and my sense of political and social responsibility. Berkeley's program of Women's Studies, as well as the overall atmosphere of Berkeley and individual professors and peers have contributed much to my consciousness. I believe that an integration of the above elements is not only possible, but necessary to my evaluation of my educational experience as a successful, fulfilling process. More students should be exposed to the benefits of this program, and its inadequacies (mostly due to insufficient funding) should be evaluated and rectified. I am highly pleased with the quality of my education to date, but I have participated extensively in three non-traditional educational programs here (Field Studies, Women's Studies and CSP - Strawberry Creek College) - and it is primary to these programs that I attribute my satisfaction with U.C.B.
1016	-- General	The Women's Studies program has been very satisfying for me, largely because of the studying I have done outside of class assignments. I have acquired, I think, an excellent education so far. However, I'd like to raise a problem not addressed by the questionnaire: I am going on to law school next fall and I applied to several schools, including Boalt Hall. I had a very high LSAT score and excellent grades, but I was told, very frankly, by an admissions officer, that my major in Women's Studies, and within that, my emphasis on Ethnic Studies, would be a tremendous handicap. Sure enough, I was rejected by Boalt. I think the attitude, on the part of admissions officers and others, that Women's and Ethnic Studies are "mickey mouse" majors, must be eradicated. My courses in these departments were just as rigorous and demanding as any I took in the History or Political Science departments and were infinitely more relevant and important.
1019	#25; Resp.=0	Not in this dept., but in a course I took for my major, this is true.
	#27; Resp.=3	Women's Studies is interdisciplinary! Teachers are from all depts. Do you mean WS courses in particular?
	#28; Resp.=4	Women's Studies courses? Or in other departments?
	-- General	Questions 25, 27, 28, 29, 30, 31, 34, 36, and 37 present a problem: there are specific Women's Studies courses that are required for the major, but their numbers are few. The majority of the courses are in other departments and programs and are only indirectly required as they fulfill some requirement. Which courses do you mean? Where I have answered I have included courses in all departments - courses I have taken for the program.

Women's Studies Review — Open-Ended Comments

I.D. No.	Item No. & Response Code	Comments
1024	#27; Resp.=4	Especially if you take an emphasis in Humanities (literature).
	#41; Resp.=3	I feel that there has been a reasonable amount of options to choose from, however, I am disappointed that there has not been an opportunity to focus on Women's Health and Biology as an "Emphasis" in the department.
	#49; Resp.=1	196 credit is not offered in W.S. It should be. I volunteered at two placements and could not obtain L & S credit (20 hrs. week). (Note: This was not the responsibility of W.S. Actually the College of L & S did not grant the 196 course to Women's Studies.)
	— General	I appreciate the fact that my department exists and the options they make available. However, again I'd like to emphasize that there should be more courses related to Women's Health so a student may have a Biological emphasis rather than only a "social science" or "Humanities" focus.
1025	— General	Completing this survey has shown me how mixed my feelings are about my education at Cal. I've grown a lot both personally and intellectually in the course of completing my major in Women's Studies. This has largely been due to my own resolve to pursue growthful ways of completing writing and research requirements, rather than having been forced to do so by the course requirements themselves. What I am most greatful to the W.S. major for is the flexibility and opportunity to pursue personally and intellectually growthful ways of getting my B.A. I wish the rest of the U.C. system were as flexible and full of freedom. What I hate the most about attending Cal is the absolutely stiffening rigidity of its general requirements and its bureaucracy; at times that has brought me closer to quitting than anything else. The U.C. system at Cal in general seems like it's been designed for automatons, not thinking and feeling human beings. The W.S. major itself has provided a welcome and necessary refuge . . . . It has raised my image of myself as a woman and my capabilities as a full human being by more than 100%; it has raised my consciousness about feminist and other issues of social concern; and although the major itself has not done very much specifically to prepare me for any particular career or graduate training program, the work I have done in the major, the clear thinking confidence I have gained overall as a result, have led to my being able to clarify and focus my higher education and career goals much, much more than I would have been able to do in a more traditional . . . major at Cal. . . . Now, taking into account how I feel about the "traditional" aspects of a U.C. system education, . . . my major complaint about the Women's Studies major is that at times I feel there is not enough balance between intra-group process and other aspects of "politically correct" feminist thought, and the realities of functioning in the "real" world. . . . The feminist and humanistic orientations of the W.S. major are some of its greatest saving features, but I have often felt that the program would be a lot more effective if it had a somewhat more professional edge to it overall, . . . I think we need to learn much more within this major about how to deal successfully, on a day-to-day basis, with the kinds of conflicts we are going to be faced with outside of this major in this department at this school in the S.F. Bay Area . . . . In the course of taking classes for this major, I have met two women . . . professors who I have more respect for, have learned more from, and have felt more motivated to continue to pursue interests and lines of thought as a result of my acquaintance with them, than any other professors I have ever known. It is extremely important to me that these people are women as well as extremely successful and well-known in their own fields. No matter how self-motivated and self-assured a woman is, it is a lot more difficult to maintain images of yourself as a fully successful professional person in your own chosen field when you have no role models who you can identify with to show you that what you're trying to do can be done and has been done before by people you can identify with as women and respect as clear-thinking, intelligent, insightful, and compassionate human beings. I wish there were more women like this more directly involved with the Women's Studies major. . . . . [one additional paragraph]
1026	— General	For myself, the Women's Studies program is vital. I would not be in school if the Program did not exist and I feel that that is true for other WS students. The classes are much more rewarding than other classes; the students more active and diligent, the professors more clear and demanding, and the work is more academically rigorous than all other classes I've taken. The lack of decent funding makes it very difficult for both students and professors in Women's Studies to really pursue interests and do adequate, let alone, extensive, research. I am much tempted to go to an institute where the Women's Studies Program gets proper funding, respect, and tenure—i.e., where Woman's Studies is valued. And there are such places. Considering the participation by students and professors in Women's Studies courses and in courses on women in other departments, the lack of funding, respect and tenure is disgusting and exploitative of students and professors. UCB allows the program to exist, thus using, exploiting the time and talents of professors, the time, talents and money of students who participate in the program without proper rewards in terms of respect, tenure, funding and recognition of the value of Women's Studies. The program should definitely continue. If UCB is attempting at all to provide education opportunities without discrimination in regards to sex, let's have some money—hard funds to hire professors and staff (not just one half-time overworked coordinator) in place of empty words and avowals of equal treatment.

Women's Studies Review -- Open-Ended Comments

I.D. No.	Item No. & Response Code	Comments
1028	#28; Resp.=0	Papers are written/not tests.
	#31; Resp.=5	More so than most programs.
	#35; Resp.=5	Yet, but not enough faculty in general.
	-- General	Women's Studies Program needs more professors and more specialized courses, such as course that is being taught Sp. 80 -- WMST 100 (Psychoanalysis and Feminism). The program needs to be broadened.
1029	#27; Resp.=5	Grading is different in every class.
	#32; Resp.=1	I do not like competition of any kind!
	#35; Resp.=1	Never enough!
	#36; Resp.=1	Never enough!
	#46; Resp.=5	Courses are not offered often enough.
	#47; Resp.=2	Small classes work better.
	#49; Resp.=1	Don't know what is available most of the time.
	#53; Resp.=5	Much writing required.
	#61; Resp.=1	Usually rude or irritated by questions.
	#63; Resp.=5	Absolutely.
	#65; Resp.=2	Definitely not enough minority women!
	#68; Resp.=5	The red tape and bureaucracy are a constant source of anger and frustration. Also the rude attitudes of most clerks.
	#69; Resp.=5	Grade requirements rather high--not enough time or staff available for adequate advising.
1030	#38A; Resp.=0	Women's Studies has no money for T.A.s.
	#38B; Resp.=0	[Comment above applies to both #38A and #38B.]
	#39A; Resp.:	Not Applicable. No men in Women's Studies.
	#50; Resp.=5	We need more money.
	#54; Resp.=1	We need more courses.
	#61; Resp.=1	Hank is awful!! Inefficient, rude, non-interested.
1033	-- General	I think this was a very thorough, informative questionnaire--my congratulations to the person/persons who composed this masterpiece.